

THE **MACMILLAN** **SPELLING** **SERIES**

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TEACHERS' EDITION

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THE MACMILLAN SPELLING SERIES

THE MACMILLAN

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SPELLING SERIES

8

TEACHERS'
EDITION




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USING THIS TEACHERS' EDITION

SPELLING is an indispensable tool for satisfactory expression in writing. Moreover the misspelling of a simple word often makes an even more damaging impression than a gross grammatical error. Thus spelling, quite properly, is of central concern in the program of the schools.

Much spelling is learned incidentally: that is, acquired in passing as new words are read and used and written. But there is ample research evidence to indicate both the need for, and value of, direct instruction in spelling in addition to rich and varied opportunities for reading and writing.

Formal instruction in spelling appears on the time-table from grades two to eight almost universally throughout Canada. A study by the authors in 1958 revealed that 90 minutes a week were devoted to spelling in a typical grade two class, 100 minutes in grade five, 90 minutes in grade eight. The same study found considerable dissatisfaction on the part of teachers and supervisors with the apparent low correlation between good spelling in spelling periods and good spelling in other written work. Too many youngsters seem to learn to spell *words*, rather than learn to spell.

The Macmillan Spelling Series has been prepared to provide a better tool for pupils and teachers in the learning and teaching of spelling as an integral part of the language arts program. The series is based on extensive research findings now available; it is Canadian throughout; it begins with the premise that successful teaching of spelling cannot be merely a mechanical and routine matter.

No textbook can be an adequate substitute for a capable and imaginative teacher; the teacher is the key person in the classroom. Hence this series includes an interleaved Teachers' Edition for each book, in addition to the Pupil Edition. The purpose of this Teachers' Edition is to provide useful background material, and specific suggestions for the busy teacher, unit by unit, so that spelling may be more effectively *taught*, and as a result better learned.

THE TEACHER'S ATTITUDE TOWARD SPELLING

In his summary of the implications of research for the teaching of spelling, Ernest Horn states what may well be *the* most important truth for teachers desirous of teaching spelling more effectively:

The teacher's own attitude toward spelling is an important factor in determining the pupils' attitudes and consequently how well they learn to spell. Enthusiastic, sympathetic classroom teachers often get good results even though they do not otherwise make use of the most efficient learning procedures. And teachers who use efficient procedures but in a mechanical way, without enthusiasm or sympathetic understanding of the needs of individual pupils, get poor results. There is no reason why enthusiasm, sympathy, and efficiency should not be combined.

Investigations have shown that spelling is one of the subjects which many classroom teachers dislike to teach. The teacher's own interest in spelling may be increased by understanding the importance of correct spelling, by being assured of the soundness of what he is expected to teach, by knowing that the methods he uses have been proved efficient, and by the conviction, warranted by evidence, that all pupils can improve their spelling. But the greatest source of interest will come from helping individual pupils grow in spelling ability, especially pupils who are having marked difficulties in learning to spell.¹

POINT OF VIEW OF THE SERIES

The prime aim of the spelling program is to bring each pupil to the point where he spells correctly the words he writes. This means:

1. Teaching pupils automatic mastery of the words which they need to use in writing.
2. Developing ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
3. Helping children acquire an efficient method of studying and mastering words.
4. Developing self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
5. Developing a desire to spell correctly, a pride and interest in correct spelling.

There is a great deal of evidence that word-study skills in phonic and structural analysis are useful tools for spelling, as are a number of other aspects of the broad language arts program, such as improvement in pronunciation of words, correct grammatical usage, enrichment of vocabulary, and the development of an interest in words and their derivation. Spelling should therefore not be treated as an isolated study, but as a means of expression, a built-in part of communication.

This is the point of view of this series, which places considerable emphasis on phonic and structural analysis. From the particular standpoint of spelling, however, these are only means: analysis is just a first step. Correct spelling involves, above all, skills in *word-building*: really analysis in reverse. In the reading portion of a language arts program phonic and structural analysis help a pupil to make sense of a word which he has not seen before; in spelling a knowledge of phonics (sounds expressed in letter combinations) and structure (meaningful elements from words already known) help a pupil to select the correct spelling of a word, to build the word in writing. Accordingly skills and practice in word-building receive particular emphasis throughout this series.

¹Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, #3, 1954; pp. 20-1.

WORDS USED IN THE SERIES

The basic spelling vocabulary for the seven books consists of 2240 words. Why not more? A large library dictionary will list as many as 450,000. There are two compelling reasons:

1. Careful studies indicate that the first 2000 words constitute about 95% of children's writing vocabulary. These words, therefore, are given primary attention, along with a few additional words more commonly needed by adults. Complete mastery of these words, together with an efficient method for independent learning of whatever other words a pupil may wish to use, should lead to a high level of spelling ability.
2. The books are so designed that word-building activities, beginning with words from the basic list, lead to the learning of a great many more words. In addition, emphasis is placed on the building of supplementary lists of words which a particular class or individual may wish to use.

The most commonly used 2000 words, then, are much the same for everybody, but after that writing vocabularies become increasingly individualized. In other words, the returns from class teaching of each additional thousand or even hundred words diminish rapidly after the first 2000 which do most of the work. Nevertheless the basic lists are broadened somewhat for capable pupils by the inclusion of 692 Extra Words. None of these is a "show piece"; they are simply common words used somewhat less often than those in the basic list. The place for words more commonly needed by an individual than by an entire group is in the personal list which each pupil should be encouraged to develop.

The basic vocabulary of 2240 words in the Macmillan Spelling Series, together with the 692 Extra Words, is included at the back of this Teachers' Edition.

Placement of Words in Various Books

Words have been assigned to particular books (roughly equivalent to grade levels) according to the main criterion of frequency of child usage in writing. There are demonstrated advantages to introducing particular words for spelling in this way at the point where large numbers of children wish to use them. In the first place one of the important goals of formal instruction in spelling is to develop ability to spell correctly in written expression, rather than just isolated words in a list; moreover, the well-established fact that learning occurs most readily when interest is present means that problems of motivation are reduced when pupils are assigned spelling words which they already feel a need to use in writing.

But this basic criterion for word placement has been deliberately modified to some degree in terms of the following factors, each of which is supported by the findings of careful research:

1. Grouping words containing common elements, or offering similar difficulties: the "word family" approach.

2. Avoiding too many short and easy words in the senior books, lest pupil and teacher interest be sacrificed.
3. Concentrating emphasis and re-emphasis on commonly misspelled words.
4. Including, in Books 7 and 8, a few words very commonly needed by adults although not so frequently used by children at that age.

A Canadian Word List

The most monumental study of pupil spelling vocabulary to date is that of Rinsland, who analysed six million running words written in the spring of 1937 by school children throughout the United States. He tabulated the frequency, by grade, with which each of the 25,632 words found in the study appeared. Rinsland's report² has been widely used in the selection of word lists for various spelling series.

In building a truly Canadian word list it might be argued that something similar to Rinsland's large-scale study should be conducted in Canada. It is doubtful, however, if the great expense of such a study in time and dollars could be easily justified. The amount of overlap in the most frequently appearing 2000 words would, undoubtedly, be overwhelming. Accordingly, Rinsland's study has been used as a basis for initial selection of words for the Macmillan Spelling Series, modified by comparison with other painstakingly developed lists.³

Special attention, however, has been given to the inclusion of "Canadian" words as opposed to American or British terms. This has been done in part by inspection, and in part from a sampling of Canadian children's writing and literature. The majority of "Canadian" words included, however, have been added as a result of direct request for opinions to a sampling of interested teachers and supervisors across Canada. Examples of such words are Arctic, beaver, chesterfield, parliament.

In addition a number of post-1937 words, culled largely from word-count studies, have been added or have replaced "dated" words in the original Rinsland list. Examples are diesel, nuclear, nylon, satellite, television. Most of these are introduced in Books 7 and 8, many as extra words for capable spellers.

²Rinsland, H. D., *A Basic Vocabulary of Elementary School Children*. New York: The Macmillan Company, 1945.

³Among the lists consulted were: Dolch, E. W., *The 2000 Commonest Words for Spelling*. Champaign, Illinois: The Garrard Press, 1955; Hildreth, Gertrude, "A Writing Vocabulary for Children"; appendix to her book *Teaching Spelling*. New York: Henry Holt and Co. Inc., 1955; Horn, Ernest, *A Basic Writing Vocabulary: 10,000 Words Most Commonly Used in Writing*. University of Iowa Monographs in Education #4, 1926; and Schonell, F. J., *The Essential Spelling List*. London: Macmillan and Co. Ltd., 1956.

SUMMARY OF WORD LISTS BY BOOKS

Book	No. of Basic Words First Introduced	No. of Most Frequently Misspelled Words Included	No. of Extra Words	Approximate No. of Basic Words Listed per Unit (a)
Book 2	202	87	23	9
Book 3	310	74	68	11
Book 4	308	51	94	12
Book 5	321	48	120	13
Book 6	328	23	119	13
Book 7	383	26	131	14
Book 8	388	24	137	14
TOTALS	2240	333	692	

Note (a)—Including some of the most frequently misspelled words repeated or re-introduced from earlier books.

ORGANIZATION OF THE SERIES

Each book is divided into 33 units plus seven review lessons interspersed. There is considerable variety in unit format and content, in order to maintain pupil and teacher interest from unit to unit and year to year. Thus there is a considerably greater difference between Book 8. and Book 2 than in many other spelling series. Units seek to encourage the pupil to use new words in context of *his own* composition, but new words are occasionally introduced in connected prose.

333 Most Commonly Misspelled Words

Three hundred and thirty-three words, within the core list, have been identified from a variety of studies⁴ as offering particular difficulty to many pupils. Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of difficult words, are listed four times.
2. In the *Pupil Edition* a cumulative list of all such words introduced in the series to date appears at the back of each book.

⁴For example, Fitzgerald, J. A., "A Crucial Core Vocabulary in Elementary School Language and Spelling". *American School Board Journal* 103 (July, 1941); pp. 22-4. Fitzgerald found that his 222 words accounted for 65% of the spelling errors in 700,000 running words of written work in grades 2 to 6.

3. *In the Teachers' Edition*, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

“How To Study a Word”

At the front of each book in the Pupil Edition is a page headed “How To Study a Word” (page 5 in Book 2). The same six steps are outlined in all books, although necessarily in simpler form in Book 2 than in Book 8:

1. LOOK at the word.
2. SAY the word.
3. THINK how you would spell it.
4. WRITE the word.
5. CHECK how you spelled it.
6. PRACTISE spelling the word.

It is recommended that teachers direct pupils repeatedly to these steps as outlined in the front of their books, to the point where pupils apply them automatically.

Lists at the Back of the Pupil Editions

Various types of word list appear at the back of the Pupil Editions, as follows:

1. Alphabetical listing of new words for that book, showing the page at which each is introduced. These are not dictionaries: pupils should be encouraged to make regular reference to standard dictionaries.
2. Cumulative listing of words introduced in the series to date from the 333 most commonly misspelled words. In Book 2 such words are merely starred in the alphabetical list.
3. Reference lists of “Useful Words” tabulated by category, beginning at Book 3 as follows:

	Books					
	3	4	5	6	7	8
Months, with abbreviations	x	x	x			
Days of week, with abbreviations	x	x	x			
Provinces and major cities			x	x	x	x

Tables of Word-Study Skills

The following tables summarize word-study skills as developed in the series. The process is a cumulative one, from Book 2 to Book 8. Thus all skills indicated are important for correct spelling, although all cannot be introduced at once, and some become increasingly automatic as the pupil progresses so that they are not singled out for equal attention in all books. The degree of emphasis accorded specific skills in each book is indicated as follows:

much attention—A; considerable attention—B; passing attention—C

Care has been taken, wherever possible, to correlate the progressive development of word-study skills in this series with related skills being developed concurrently at the various grade levels in widely-used texts for reading and other parts of the language arts program.

I — Skill in Word Perception

		Book							
		2	3	4	5	6	7	8	
1.	Recognizing words as visual symbols of ideas: associating printed and written words with known objects, actions, situations, ideas	A							
2.	Hearing the whole word	A							
3.	Pronouncing the whole word	A							
4.	Seeing the whole word	A							
5.	Recognizing letters and combinations of letters, and their associated sounds, as integral parts of a word	A							
						Emphasized as basic through all books of the series, through providing the pupil with a method of learning to spell a word, repeated and extended book by book.			

II — Phonic Analysis

	Book						
	2	3	4	5	6	7	8
1. Single consonant sounds							
— at the beginning of words	A	B	C	C	C	—	—
— at the end of words	B	B	C	C	C	C	—
2. Consonant blends	B	B	A	A	B	C	C
3. Long and short vowels	A	A	A	B	B	A	A
4. Vowel combinations	B	B	A	B	C	C	C
5. Rhyming	B	A	B	C	C	C	—

III — Skill in Building Words

	Book						
	2	3	4	5	6	7	8
1. Forming plurals							
— by adding -s	A	A	B	B	—	—	—
— other forms	—	B	A	A	A	B	C
2. Dropping letters or endings	B	B	B	B	B	C	—
3. Adding endings (inflection)	B	A	B	A	A	A	C
4. Doubling letters and adding endings	—	B	B	A	A	A	B
5. Recognizing parts of a compound word, and building compound words	B	A	A	B	B	B	A
6. Forming new words by substituting initial consonants or consonant blends	A	A	B	—	—	—	—
7. Forming new words by vowel substitution	A	B	B	—	—	—	—
8. Prefixes	—	—	B	A	B	A	A
9. Suffixes (changing meaning, or part of speech)	—	C	B	B	B	A	A
10. Finding root words	C	B	B	B	A	A	A
11. Forming new words from roots	—	C	C	B	B	A	A

IV — Skill in Overcoming Common Difficulties

	Book						
	2	3	4	5	6	7	8
1. Double letters	B	B	A	A	C	C	—
2. Silent letters	B	B	A	A	B	B	C
3. Double vowels and diphthongs	C	C	A	A	C	C	—
4. Different sounds for the same letter combinations	—	C	B	B	C	C	B
5. Same sound, different spelling	C	C	B	B	C	C	B
6. Automatic mastery of certain words most frequently misspelled	A	A	A	A	A	A	A

V — Dictionary Skills

	Book						
	2	3	4	5	6	7	8
1. Letters of the alphabet	B	B	C	—	—	—	—
2. Alphabetical order	C	B	B	B	B	—	—
3. Vowels and consonants	B	B	B	B	C	C	C
4. Guide and key words	—	—	C	B	A	B	B
5. Syllabication and accent	—	C	C	B	A	A	B
6. Pronunciation, and diacritical marks	—	C	C	B	A	A	A
7. Finding meanings and shades of meaning	—	—	C	B	A	A	A
8. Using sentence context to select specific meaning of words	—	C	C	B	A	A	A
9. Synonyms, antonyms, and homonyms	—	—	C	B	B	A	A
10. Using dictionary to check spelling	—	C	C	B	B	A	A

VI — Other Language Skills Correlated with Spelling

	Book						
	2	3	4	5	6	7	8
1. Abbreviations	C	C	C	C	C	—	—
2. Capitals	C	B	A	A	C	C	—
3. Contractions	C	B	A	A	C	—	—
4. Correct usage of words (among, between, led, lead, etc.)	—	—	C	B	A	A	A
5. Hyphens	—	C	C	C	C	C	—
6. Possessives	—	B	B	A	C	C	C
7. Parts of speech (beginning with nouns and verb usage)	—	B	B	B	B	A	A
8. Handwriting	B	B	A	B	C	—	—
9. Extension of vocabulary and meaning	C	C	C	B	B	A	A

VII — Rules and Generalizations

The only really safe rule in spelling is to pay particular attention to each individual word. Nevertheless, certain rules—or perhaps generalizations is a better term in this context—may be derived inductively from experience in noting similarities between words. The following table lists some of the more widely-applicable rules or generalizations for spelling, showing the book in which they are first formally stated following pupil experience with words concerned. These generalizations are reinforced (and in some cases extended through pointing out refinements and exceptions) in each subsequent book of the series.

<i>Rule or Generalization</i>	<i>Book</i>
1. Most nouns form their plurals by adding <i>s</i> or <i>es</i> . <i>Es</i> is added to make the word easier to pronounce.	4
2. <i>Q</i> is always followed by <i>u</i> .	5
3. Words ending in <i>-ful</i> have only one <i>l</i> .	5
4. Words ending in <i>y</i> preceded by a consonant change <i>y</i> to <i>i</i> before a suffix, unless the suffix begins with <i>i</i> .	5
5. An apostrophe is used to show the omission of a letter or letters in a contraction.	5
6. The final <i>e</i> of a word is dropped before adding an ending beginning with a vowel.	6
7. “ <i>I</i> before <i>e</i> except after <i>c</i> , or when sounded as <i>a</i> in neighbour and weigh.”	6

METHODS AND PROCEDURES

How can the teacher make the best possible use of the Macmillan Spelling Series? The considerations outlined below, in addition to the interleaved pages in this Teachers' Edition, include some suggestions which have been useful to others. Of course a great many principles for effective teaching and learning of spelling, soundly based on the results of experimentation, are built into the actual design of the units themselves. For example, dictionary skills and usage are emphasized increasingly from book to book, leading toward independence in spelling. Again, the series introduces only those few rules which are widely applicable, and—as in phonic and structural analysis generally—the emphasis is on noting similarities rather than on rules.

Five Phases in Teaching Spelling

Each of the units in the Pupil Edition has been prepared with five phases in teaching spelling in mind. It is recommended that teachers vary the amount of time devoted to any one of the five phases or to an entire unit. This will allow for adjustment to meet the varying abilities of different classes or of different pupils within a class; it will also provide variety and hence help to maintain interest in spelling lessons. The important point is that lessons be taught as rapidly as possible, having regard for individual differences in pupils' rates of learning.

The five phases in each unit are as follows:

1. *Introducing new words.* This is done in a variety of ways to arouse interest in learning to spell and to direct the pupils' attention to the words.
2. *Teaching the words.* Several activities or exercises are provided in each unit to help the teacher teach the words, as well as additional hints for each unit in the Teachers' Edition. Most of the activities and exercises are designed to provide practice in the various steps suggested at the front of each book for learning to spell a word.
3. *Testing and checking.* A vital phase in each unit, although by no means an end in itself, is testing and checking. Pupils should write from dictation each word in turn. It is suggested that the teacher use each word in a sentence, then repeat the word for writing by the class. *Immediate checking for errors is important.* It is usually helpful for the pupil, under supervision, to correct his own work, noting errors and rewriting any misspelled word correctly in his notebook.
4. *Re-teaching and practice.* The fourth phase involves re-teaching words which have given difficulty in the test, together with practice in the use of all words. Re-teaching to many teachers is a duplication of the first lesson, whereas it should be a new approach aimed particularly at the words which seemed most difficult for the class. Since we wish pupils to develop ability to spell correctly in all their writing, it is particularly useful at this stage to have pupils write words in contexts of their own making. Activities of this sort are suggested in the various units. Such work must always be checked for correct spelling.
5. *Re-testing and re-checking.* This second "test" should also be regarded as a teaching device, not simply a grading instrument.⁵ It too should be followed by re-teaching and directed further study for any pupils who have not yet mastered the word list for the unit.

Continuous Review

Continuous review is vital. Of course the best type of review is that where the pupil actually uses the words he has learned in his own writing, quite aside from formal spelling periods. This is one reason for the selection of words for spelling which pupils wish to use, rather than a large number of "show words" or words ". . . which they might need to use sometime". This also suggests the importance of checking spelling in written work beyond the formal spelling period. There are some indications, nevertheless, that the notion of "every period a spelling

⁵Thomas D. Horn reports that the corrected test appears to be the most important single factor contributing to achievement in spelling. For a report on studies of the corrected test as a stimulus to learning see Horn, T. D., "Do They Learn from Tests?" in Hunnicutt, C. W., and Iverson, W. J., *Research in the Three R's*. New York: Harper and Brothers, 1958; pp. 304-5.

period" can be carried too far. Some studies have suggested that overly-rigorous checking of spelling errors in creative writing, for example, may tend to discourage some pupils from writing at all. The question here is, what constitutes overly-rigorous checking? While the answer will undoubtedly vary with the particular pupil and the particular situation, certainly at the very least checking must be done for correct spelling of words previously studied formally in spelling. More might well be expected of the more capable pupils.

The seven review lessons in each book of this series are precisely that: review *lessons*, not merely words listed for periodic test purposes. Each review unit concentrates on up to 25 words. These are taken mainly from the five preceding lessons, but they also include a sprinkling of words from earlier units and even earlier books. Each review unit provides an opportunity to *re-teach*, study and test difficult words. The re-teaching of words which all pupils in a class have already thoroughly mastered, however, would be not much more than a time-wasting form of busy-work. Teachers would do well to keep note, therefore, of the particular words which cause particular difficulty for their class. These are the words which should be taught-studied-tested again and again until they are thoroughly mastered.

Personal and Class Word Lists

To help pupils with their own reviewing, each should be required to keep an individual list of those words which are stubbornly difficult for him. It is suggested that the teacher establish an automatic procedure whereby each pupil lists such words in a special section of his notebook, for study and re-study in accordance with the six steps of "How To Study a Word".

It is also strongly recommended that teachers provide for the development of both personal and class lists of words beyond those in the spellers, which the individual pupil on the one hand and the class on the other have need to use. A small section of chalkboard is sometimes allocated for the development of such a class list. As words arise which the entire class needs to use in some writing or other they are listed on that section of the board. Every few days the words accumulated in this fashion can be copied into an appropriate section of each pupil's notebook. They can then be taught, studied and tested largely as regular words. Each individual can do the same in the way of building a personal list of words which he as an individual wishes to use in his own writing.

The development and use of such lists have considerably demonstrated usefulness. The teacher must take care, however, that the class list includes only words of relatively enduring value. If such words as "mucilaginous" or "schismatic" should arise in passing in a fifth or sixth grade class, it would be ridiculous to include them in the class list for common study and mastery. Pupils' personal lists, too, will need periodic checking by the teacher for correctness and appropriateness.

Providing for Individual Differences

Individual pupils vary widely in ability to learn to spell, just as they do in other abilities. In general one-fourth of the pupils in a typical class in elementary school will spell as well as the average child in the grade above, another one-fourth only as well as the average for the grade below. Spreads in achievement of from five to eight grades in a single graded classroom are to be expected. Pupils also differ markedly in motivation, intelligence, reading ability, handwriting, work habits, and a number of other factors known to be related to achievement in spelling. Clearly, then, if spelling instruction is to be effective, it must take differing needs of differing pupils into account. In spelling this seems to be all too seldom the case.

The competent and resourceful teacher will find that the Macmillan Spelling Series lends itself to use by pupils of varying levels of ability.

1. To the fullest extent possible the Pupil Edition has been made "self-directive", in that the individual pupil should be able to use his book profitably, if necessary, with a minimum of help from the teacher. It is to be hoped, nevertheless, that this will not often be necessary.
2. Emphasis throughout on word-analysis and word-building, as well as on dictionary work of other kinds, is useful for all spellers and leads easily to enrichment for good spellers.
3. For good spellers extra words are included in most units, together with suggested exercises and activities. Space limitations dictate that the latter be included only in the interleaved pages of the Teachers' Edition rather than in the Pupil Edition (except in the review units), but they are so designed that they may be used readily.
4. Special work is also suggested for poor spellers in the interleaved pages of the Teachers' Edition. Suggestions are made periodically as to diagnosis and remedial work for specific spelling difficulties. Repeated emphasis is placed upon the 333 most commonly misspelled words.
5. For very poor spellers a cumulative list of most commonly used words has been developed. (See A Basic Spelling Literacy Vocabulary, pp. 118 - 21.) By the end of the series this totals only 445 words; yet these words, studies show, account for up to 70% of children's writing vocabulary. Virtual mastery of this list should be possible for even extremely poor spellers, and should allow practically all pupils to arrive at a first level of spelling literacy.

Some teachers may wish on occasion to test pupils on the "new" words of a unit at the very beginning of that unit, the argument being that such pre-testing is the only way the individual child can find out for sure which words he needs to study. If such a procedure is employed, the teacher must guard carefully against the twin dangers of correct spelling on the first test being the result of guess-work rather than knowledge, and of the temptation for students to study "the next list" in advance just enough to pass the first test.

The most effective plan for meeting individual differences would appear to be some combination of grouping for spelling on the one hand and personal help or challenge to individual pupils on the other. Such an approach in reading and arithmetic is a very common practice in the elementary grades. It has also demonstrated its usefulness in spelling.

Survey Tests

A survey test is included in each Teachers' Edition except Book 2, for possible use as the work of each book is begun. These tests are designed to help in the preliminary grouping of pupils for spelling instruction. Such a test is not included in Book 2, where the first unit is a spelling readiness unit.⁶

The purpose of these survey tests is not primarily to measure achievement; rather are they evaluative devices for diagnostic purposes, to indicate something of the type and amount of work the individual pupil needs to do. When pupils are having trouble with spelling, it is highly important that diagnostic and remedial work be undertaken as soon as possible to avoid the development of negative attitudes toward spelling which only compound difficulties. Other than low intelligence and severe physical handicaps, factors found to be most frequently associated with spelling difficulties include: low reading ability, lack of motivation, defective or careless speech, and slow or unintelligible handwriting. A very common cause of poor spelling has been isolated as poor study procedures. A useful first step in helping a pupil in difficulty, therefore, often is to have him explain how he goes about learning to spell a word.

For further analysis of spelling errors and specific suggestions for remedying them, see Gertrude Hildreth's book *Teaching Spelling* (New York: Henry Holt and Company, 1955), or George C. Kyte's article "Errors in Commonly Misspelled Words in the Intermediate Grades", in the *Phi Delta Kappan* for May, 1958, pp. 367-72.

⁶Spelling and reading abilities are very closely related. Few good readers are poor spellers, and only rarely is a poor reader a good speller. As reading abilities (and readiness) are developed, spelling (or spelling readiness) is improved. It is important to note, however, that a pupil's reading vocabulary will be far greater than his spelling vocabulary: none of us actually has need to use, in writing, all the words which we recognize and understand in reading. Accordingly it is scarcely profitable to combine reading and spelling to the extent that the pupil is required to take much time to master the spelling of many new words as he meets them in reading. He may never need to spell most of those words, either in his present or future writing; moreover such interruption of reading to learn to spell may hinder the development of good reading habits and skills.

For Teachers in Ungraded Schools

It is hoped that the combined features of Pupil Edition and Teachers' Edition will be of special help to the time-pressed teacher in the multi-grade classroom. The necessity can scarcely be over-emphasized, however, for close *teacher* checking of pupil work from time to time, quite apart from pupil checking of their own work or that of other pupils. It is therefore suggested that the teacher in an ungraded school so stagger the work of his pupils in spelling that he can dictate and correct appropriate spelling for each grade at least twice each week.

FOR FURTHER STUDY

The following selected references will be of interest to persons wishing to do some reading and study of spelling and the teaching of spelling. Each of the five is readily available. Each is itself a source of many further references.

Dolch, E. W., *Better Spelling*. Champaign, Illinois: The Garrard Press, 1942. Pp. 270.

Flower, G. E., "Research in Spelling — A Summary"; *Canadian Research Digest* 3 (Summer, 1959); pp. 97-111. Toronto: The Canadian Education Association.

Hildreth, Gertrude, *Teaching Spelling*. New York: Henry Holt and Company, 1955. Pp. vi and 346.

Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, No. 3, 1954. Pp. 32.

Schonell, F. J., *Essentials in Teaching and Testing Spelling*. Toronto: The Macmillan Company of Canada Ltd., 1955. Pp. 96.

Note: The main body of this book, beginning overleaf, consists of actual pages as they appear in the Pupil Edition of Book 8, with interleaved sheets (marked by a colour bar) inserted as an aid to the teacher.

INTRODUCTION TO THE TEACHERS' GUIDE, BOOK 8

The guide is provided for your convenience. Feel free to use such parts of it as you consider useful in your own situation.

Throughout the guide you will find suggestions that may be used in units other than those in which they appear. It would be merely repetitive to introduce them again and again into the teaching material.

Four survey tests have been included. You may not need all of them to sort your pupils into two or three groups. Use as many as you require. The words in the survey tests are drawn from Book 7 of the Macmillan Spelling Series, and from the lists of Most Commonly Misspelled Words that appear in earlier books of the series. However, the tests are not necessarily related to the series, and may be used for diagnostic purposes with classes that have not been taught from earlier books of the Macmillan Spelling Series.

Two tests have been included to be used if you wish at mid-term. They follow Unit 18.

The following general suggestions are listed for your consideration.

1. Remember that anything which focuses interest on the spelling of a word is likely to be good practice. Do not feel bound by the suggestions in the guide. Do remember that you are trying to teach pupils to *write* words correctly; therefore, avoid too much emphasis on oral spelling. Avoid entirely phonetic respelling of words; it tends to be confusing, particularly for poor spellers.

2. Always dictate the spelling word in a context which has meaning for your pupils. In dictating say the word in isolation first; then use it in a sentence; then repeat the word in isolation. Example: *accident*. The dog was injured in an *accident*. *accident*. Occasionally, through the guide, context material is supplied for you. Use it only if it is suitable for your class and your needs.

3. After each dictation of words keep a record of the words most commonly misspelled by your pupils. Note after each word the number of children who have misspelled it. These are the words you will want to re-teach and dictate again and again, both in the unit you are currently teaching and in succeeding units.

4. Keep a class record of spelling errors. This might be best kept privately to be shared with individual pupils or the class at your discretion. Sometimes posting the record of the chalkboard or tackboard is useful; sometimes it merely serves to humiliate and discourage the poor spellers. The procedure you follow depends on your own class and the kinds of incentive to which it responds.

5. Have every pupil keep a record, possibly in the form of a graph or chart, of his own progress in spelling.

6. Remember to check regularly to make sure that pupils are keeping personal lists of words misspelled in lessons other than spelling.

7. Refer regularly to pages 4 and 5 of the pupils' text.

8. Do not insist that all pupils write all the dictated material or do all the exercises. Early in the unit – particularly in a review unit – excuse from further practice pupils who are already able to spell correctly all the words in the spelling list.

9. Especially in the review units, do not teach or re-teach all the words if all pupils already know how to spell them correctly. After the first dictation eliminate from teaching and dictation all words that all pupils have spelled correctly. Concentrate on those words that need your time and attention.

10. Nevertheless, constant review is required to maintain mastery of words already learned. From time to time have all pupils write spelling tests to maintain both interest and mastery.

11. Do not use basic exercises, or material “For Poor Spellers”, as busy-work for good spellers.

12. If you do not teach all the subjects yourself, co-operate with teachers of the content subjects to discover which basic words are commonly misspelled. However, do not spend a great deal of time during spelling periods teaching words which are infrequently used; e.g., foreign place names, historical names.

SURVEY TESTS TO PRECEDE UNIT 1

Words for the four survey tests that follow have been selected from Book 7 of the Macmillan Spelling Series, and from the Commonly Misspelled Words that appear in earlier books of the series. Pupils obtaining scores of 80 per cent or better on these tests will in all likelihood form the group of good spellers in any class.

The good-speller group should be flexible, so that children may move easily into and out of it according to their achievement during the course of the term.

Test I

Read the word first, then the sentence, then the word again. Pupils should be required to write only the word.

- | | |
|-----------------|---|
| 1. capital | – Ottawa is the <i>capital</i> of Canada. |
| 2. forehead | – The boy had a scar on his <i>forehead</i> . |
| 3. engineer | – His father is an <i>engineer</i> on a diesel locomotive. |
| 4. independent | – The cub soon learned to be <i>independent</i> of its mother. |
| 5. government | – The <i>government</i> of Canada is centred in Ottawa. |
| 6. valuable | – The actress had many <i>valuable</i> jewels. |
| 7. seize | – The rebels tried to <i>seize</i> the city. |
| 8. orchestra | – The student <i>orchestra</i> played beautifully. |
| 9. successful | – The concert was <i>successful</i> both artistically and financially. |
| 10. diamond | – My sister wore her <i>diamond</i> ring. |
| 11. people | – How many <i>people</i> were at the concert? |
| 12. lightning | – The <i>lightning</i> during the storm was spectacular. |
| 13. envelope | – Put the letter into a larger <i>envelope</i> . |
| 14. published | – The newspaper <i>published</i> an account of the accident. |
| 15. physician | – The <i>physician</i> diagnosed the illness correctly. |
| 16. prayer | – The congregation said a <i>prayer</i> for the safe return of the traveller. |
| 17. movable | – Every piece of furniture was <i>movable</i> . |
| 18. beneath | – What lay <i>beneath</i> the floorboard? |
| 19. description | – Give me a good <i>description</i> of the bird you saw. |
| 20. delicious | – Our hostess served a <i>delicious</i> dessert. |
| 21. library | – You will find the book in the <i>library</i> . |
| 22. tourists | – Many <i>tourists</i> visit Banff. |
| 23. citizens | – We are <i>citizens</i> of Canada. |
| 24. thorough | – Give the pillows a <i>thorough</i> airing. |
| 25. plumber | – We called a <i>plumber</i> to fix a leak in the hose. |

Test II

Read the word first, then the sentence, then the word again. Pupils should be required to write only the word.

- | | |
|----------------|---|
| 1. justice | – The courts exist to administer <i>justice</i> . |
| 2. intelligent | – The boy's answers showed how <i>intelligent</i> he was. |

- | | |
|----------------|---|
| 3. occurred | - Do you know what <i>occurred</i> last Wednesday? |
| 4. radiator | - The <i>radiator</i> on the car was leaking. |
| 5. medicine | - The study of <i>medicine</i> requires long years of devotion. |
| 6. beggar | - The <i>beggar</i> wore filthy rags. |
| 7. ceiling | - The <i>ceiling</i> of the room was high and domed. |
| 8. coarse | - The bread was <i>coarse</i> and made of poor-quality flour. |
| 9. immediately | - They came <i>immediately</i> when they were called. |
| 10. business | - Mr. Jones is a successful <i>business</i> man. |
| 11. certainly | - We shall <i>certainly</i> come if we are invited. |
| 12. conquered | - The Spaniards had <i>conquered</i> Mexico. |
| 13. dependable | - Bill was an entirely <i>dependable</i> person. |
| 14. bargain | - My mother bought a <i>bargain</i> yesterday. |
| 15. neighbour | - A good <i>neighbour</i> helps in time of trouble. |
| 16. receive | - Did you <i>receive</i> an answer to your letter? |
| 17. quite | - We arrived <i>quite</i> early. |
| 18. ancient | - The tourists visited the <i>ancient</i> ruins on the island. |
| 19. shoulder | - The man twisted his <i>shoulder</i> when he lifted the box. |
| 20. happiness | - The mother's <i>happiness</i> shone on her face. |
| 21. naturally | - <i>Naturally</i> I said I would be willing to go. |
| 22. acquainted | - We are all <i>acquainted</i> with the correct procedure. |
| 23. tongue | - The doctor asked the child to show his <i>tongue</i> . |
| 24. proceeded | - The committee <i>proceeded</i> with its business. |
| 25. cruel | - With her nature she could never be <i>cruel</i> to an animal. |

Test III

See directions given for Tests I and II. You may not require either this test or Test IV.

- | | |
|-----------------|---|
| 1. calendar | - Have you a copy of last year's <i>calendar</i> ? |
| 2. bacon | - Canadian <i>bacon</i> is sold all over the world. |
| 3. chorus | - Let's sing the <i>chorus</i> of the song again. |
| 4. decision | - The principal will tell us what <i>decision</i> he has reached. |
| 5. equipped | - Is the car <i>equipped</i> with a radio? |
| 6. fault | - Whose <i>fault</i> is it that the dike gave way? |
| 7. height | - Measure the <i>height</i> of the room. |
| 8. human | - What makes a <i>human</i> being different from an animal? |
| 9. signature | - His <i>signature</i> appeared on the cheque. |
| 10. safety | - Be sure to take every <i>safety</i> measure before you start out. |
| 11. mystery | - The man's disappearance was shrouded in <i>mystery</i> . |
| 12. manager | - Mr. Brown was appointed <i>manager</i> of the new store. |
| 13. interesting | - I read an <i>interesting</i> story last night. |
| 14. clothes | - I bought new <i>clothes</i> before school opened. |

- | | |
|-----------------|--|
| 15. necessary | – It is <i>necessary</i> to look well groomed. |
| 16. argument | – There was never any <i>argument</i> about the facts of the case. |
| 17. beginning | – In the <i>beginning</i> he was quite prepared to do the job. |
| 18. ninth | – The holiday fell on the <i>ninth</i> of the month. |
| 19. official | – We play according to the <i>official</i> rules of the game. |
| 20. series | – All the games of the <i>series</i> were played within a week. |
| 21. possess | – How many books does our library <i>possess</i> ? |
| 22. innocent | – The accused man was <i>innocent</i> of the charge. |
| 23. request | – The officer promptly replied to my <i>request</i> . |
| 24. omit | – Do not <i>omit</i> the reference to the new book. |
| 25. comfortable | – How <i>comfortable</i> is the new couch? |

Test IV

See directions given for Tests I and II.

- | | |
|-------------------|---|
| 1. design | – We all liked the <i>design</i> of the new car. |
| 2. guide | – In the woods a trained <i>guide</i> is essential. |
| 3. difference | – What is the <i>difference</i> between the two boats? |
| 4. community | – How large is the <i>community</i> in which you live? |
| 5. catalogue | – The department store sent out a <i>catalogue</i> of its goods. |
| 6. siege | – The <i>siege</i> ended with the surrender of the city. |
| 7. notify | – <i>Notify</i> the next of kin in the event of an accident. |
| 8. messenger | – The letter was sent by special <i>messenger</i> . |
| 9. poultry | – The farmer's wife cared for the <i>poultry</i> . |
| 10. handkerchiefs | – The men carried white linen <i>handkerchiefs</i> . |
| 11. advice | – What <i>advice</i> will you give me regarding the matter? |
| 12. arithmetic | – <i>Arithmetic</i> is not a difficult subject to master. |
| 13. choose | – Whom did you <i>choose</i> as class president? |
| 14. quiet | – The room was very <i>quiet</i> . |
| 15. scissors | – You will need sharp <i>scissors</i> to cut the cloth. |
| 16. usually | – We are <i>usually</i> ready on time. |
| 17. twelfth | – The <i>twelfth</i> of the month is his birthday. |
| 18. tomorrow | – We shall go to the factory <i>tomorrow</i> . |
| 19. address | – To what <i>address</i> shall we send the parcel? |
| 20. proceeded | – We <i>proceeded</i> along the road at a steady pace. |
| 21. tying | – The boys were <i>tying</i> the knot in a peculiar fashion. |
| 22. privilege | – It is a special <i>privilege</i> to be allowed to stay. |
| 23. realize | – I did not <i>realize</i> how difficult the climb was going to be. |
| 24. lettuce | – The <i>lettuce</i> was green and crisp. |
| 25. extraordinary | – The aurora borealis was <i>extraordinary</i> last night. |

THE MACMILLAN SPELLING SERIES

TO THE TEACHER

The aim of instruction in spelling is to bring each pupil to the point where he spells correctly each word he writes. The seven books of the Macmillan Spelling Series, based on extensive research, are therefore designed to:

- Teach pupils automatic mastery of the words which they need to use in writing.
- Develop ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
- Help pupils acquire an efficient method of studying and mastering words.
- Develop self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
- Develop pride and interest in spelling correctly.

This book consists of forty units, including seven review units. Three hundred and eighty-eight words are listed, of the total basic list for the entire series of 2240. The words selected are those most frequently written by children: the basic list provides for about ninety-five per cent of the average pupil's needs. The words are grouped in such fashion as to aid learning and to allow for the development of spelling power well beyond the basic list through word analysis and word building. Since pupils vary widely in spelling aptitude and achievement, extra words for good spellers have been added from time to time, as well as special activities for poor and for good spellers in each review unit. Repeated attention is given to approximately 300 words which account for the great majority of all spelling errors.

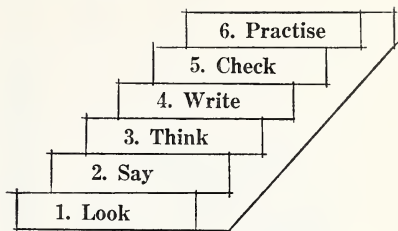
A Teachers' Edition of each book in this series is available. This consists of the Pupil Edition with interleaved pages of suggestions to teachers. Included, unit by unit, are such aids as guides for teaching and re-teaching difficult words, background material on the teaching of spelling, additional exercises for good spellers and for poor spellers, and further suggestions for relating spelling to other parts of the language arts program.

No textbook can be an adequate substitute for a capable and imaginative teacher. The Teachers' Edition is meant to assist you in your vital work of teaching spelling as an essential communications skill.

The symbol (†) is used in the word lists beginning on page 107 to mark words that have alternative spellings. The alternative spellings and the page numbers of the words are provided on page 110.

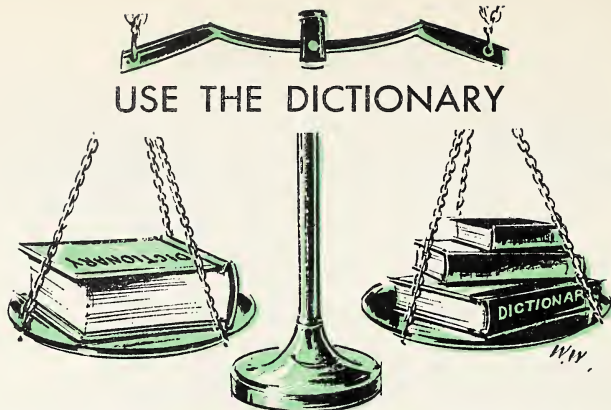
TO THE PUPIL

HOW TO STUDY A WORD



Follow these six steps in learning to spell a word:

1. **Look** at the word.
 - Look at it from left to right.
 - Look at the letters from left to right.
2. **Say** the word.
 - Say the word carefully. Be sure to pronounce the word correctly and distinctly.
 - Say the letters to yourself.
3. **Think** about the word.
 - Does it look like any other word you know?
 - Does it sound like any other word you know?
 - Is it spelled in the same way?
 - Is there any unusual part which you should note carefully?
 - Close your eyes. Try to remember what the word looks like.
4. **Write** the word.
 - Write the word without looking at it in your list.
5. **Check** how you spelled it.
 - Did you get it right?
 - If not, look for the part of the word that was hard for you. Write the word correctly.
6. **Practise** spelling the word.
 - Start again at step 1, until you are sure that you can spell the word correctly.
 - Write a sentence using the word. Check the spelling in the sentence.



USE THE DICTIONARY

The dictionary becomes more and more valuable as you learn its many uses. It is worth your while to own and to use more than one dictionary, especially in this country where often both English and American spelling, pronunciation, and usage are acceptable, and where it is important for you to know that differences do exist.

Larger and more carefully prepared dictionaries will carry more meanings and finer shades of meaning for many more words than will smaller or shorter dictionaries. Before buying a dictionary for yourself, examine several dictionaries and compare what they have to offer. Decide what features you want to find in your own dictionary, and buy one that will give you those things. Examine the dictionary you are using now to see what it offers. Does it provide all the information you will require from it?

Here are entries taken verbatim from two dictionaries. Read them carefully, and list the kinds of information each one supplies.

Dictionary 1

bach' e lor (bach·e·lēr), n. 1 a person holding a first, or lowest, academic degree from a college. 2 a man who has not married.
—bach' e·lor·hood, n.

Dictionary 2

bach' elor, n. Young knight serving under another's banner (hist.) ; hence now, *knight* —, simple knight not belonging to a special order; man or woman who has taken the university

SUGGESTIONS FOR TEACHERS, UNIT 1

Introducing the Unit

Since pupils are referred to the dictionary constantly through the course of Book 8, this first unit is important for reasons other than the immediate mastery of the words in the list. It is suggested that you prepare for it by having available in the classroom several dictionaries of different kinds and sizes, both English and American. The introduction to the pupils' text suggests a possible approach in examining the dictionaries.

By this stage in their career pupils should be reasonably familiar with the dictionary and its various uses. But a good dictionary is still an inexhaustible mine of information and enjoyment. Young people of all ranges of mental ability can be interested in its exploration. Introduce better students to a thesaurus – pocket book editions of Roget are easily and inexpensively available – and to popular books on etymology and the history of language. A few titles are listed below for your convenience.

Funk, Wilfred, *Word Origins and Their Romantic Stories*. New York, Grosset & Dunlap, 1954.

Pei, Mario, *The Story of English*. New York, J. B. Lippincott, 1955.

Potter, Simeon, *Our Language*. Penguin Books (paperback), 1957.

Sheard, J. A., *The Words We Use*. The Language Library, André Deutsch, 1954.

Shipley, Joseph, T., *Dictionary of Word Origins*. New York, The Philosophical Library, 1956. (Littlefield, Adams & Co.)

Vallins, G. H., *Spelling*. The Language Library, André Deutsch, 1954.

You may find it economical to spend more time on Unit 1 than on some of the later units, since it lays the foundation of so much that follows.

Teaching the Words

The words in the list are presented to give practice in the use of the dictionary. But there are other ways in which you may want to group the heterogeneous assortment for presentation to your class. You might present the verb forms together: *volunteer, shone, whisper, anchor, staring, starved, grant, guard*. If you do, consider the various forms such as *shine, shone, shining; stare, stared, staring; starve, starved, starving*. Compare the behaviour of the verbs under similar conditions: when adding *ed* and *ing*; when forming the past tense and the present participle. Draw attention to the unnecessary *u* in *guard*. Classes that have some French might compare French *garde* and *regarder*, and English *regard* from the same root.

Heir and *anchor* have silent *h* in common, although for different reasons and in different places. The *h* in *anchor* is an intrusion with no historical reason. Note that *anchor* may be used as both noun and verb, as may *volunteer, whisper, grant, and guard*. Have pupils mark *h* in *heir* and *anchor* either by using coloured pencil or by underlining or circling. For poor spellers avoid mention of the homonym *air*; good spellers will probably draw it to your attention.

The *eer* suffix on *volunteer* is a remnant of a Latin suffix *arius, iarius*, which indicated the person concerned with the action of the stem, e.g., a *volunteer* is one who does something of his free will; an *auctioneer* is one who auctions.

Creature, a living thing, literally something made or created, has many relatives from the common root *creat*. Ex. 1. b. might be done with the whole class in preparation for the written assignment. Pupils should be able to give you *creation, creative, creativity, recreate, recreation, creator*. Make sure that pupils do the work on their own during the period assigned for doing the exercises.

The text introduces *sewers* in its two meanings and pronunciations (Ex. 1. a.). *Serial* is the adjective form of *series*.

Doing the Exercises

Ex. 1. a: long *u*, *sew*, pronounced *so*; b. *crea/ture*; the verb has two syllables; *creation*; *creature* has *ea* pronounced as long *e*; in *creation* long *e* plus long *a*, i.e., two syllables; c. *create, creative, creatively, creativity, creation, recreate, recreative, recreation, re-create, creator*.

Ex. 2. a: *serial* and *sewer*; *staring, starved*, probably *statue*, depending on the page arrangement and the size of the dictionary; c. *stare*; the answer will depend on the usage of the dictionary being used; d. past tense of *shine*; under *shine* in the dictionary unless the dictionary has a cross reference from *shone*; e. *series*; circle *al*.

Ex. 3. a: *voluntary, voluntarily*; accent on the last syllable of *volunteer*; b. *heiress, heirloom*; c. *grant, guard*; d. *anchor, grant, statute*; e. short *a*, long *u*, silent *e*; accent on the first syllable. Derived from Latin root *sta*, meaning *stand*; accept dictionary derivations, some of which do not go back as far as *sta*; *station, stationary, stationery, statuesque, estate, static, statistics, etc.*; f. *tō bǎc' co*, or whatever the dictionaries being used offer as alternatives; from North American Indian.

Ex. 4. a: Old English, Old Northumbrian, or whatever your dictionaries indicate as the origin; c. The words are doublets; *w* and *gu* often appear as variants of each other; d. *anchor, bachelor*; note difference in pronunciation of *ch*.

Dictating and Re-teaching

Even for column dictation always dictate the words in context. Say the word; use it in a sentence to show its meaning; then read the single word again; e.g., *shone*. The sun *shone* today. *shone*.

You may prefer to dictate the word list before teaching, and to eliminate from the teaching period those words which all children know. Or you may prefer initially to present all the words to all your pupils. Whichever approach you use, eliminate from re-teaching all words which all pupils have spelled correctly on dictation, and excuse from re-teaching pupils who have spelled all words correctly.

Continue to re-teach and dictate until all or almost all pupils have attained mastery of all or almost all the words in the list.

Depending, of course, on the nature of your class, you may proceed with the second unit before there has been complete mastery of Unit 1. If you do this, include in your presentation and teaching of Unit 2 the words that still require learning. You may wish, too, to divide your class for spelling, and to proceed more rapidly with your better group of spellers, and to proceed more slowly through the text.

Poor spellers are not expected to study the Extra Words. Good spellers should not be asked to do the work suggested here for poor spellers. In released time good spellers may do the work suggested for them, and/or may be assigned related work in reading or language, or they may be permitted free reading or study time.

In the re-teaching period it is suggested that the words be presented almost as if they had not been taught before, although an alert teacher will take some of the re-teaching time to make sure that observed errors among his pupils are corrected. For example, if several pupils misspell *tobacco* as *tobbaco*, the error should be drawn to their attention both in re-teaching and during the course of assigning exercises. They might even be reminded during the dictation to be especially careful of *tobacco*.

The material included in the exercises "For Poor Spellers" often suggests methods of presentation during the re-teaching periods. Additional material of the same kind should be prepared by you if it is needed.

Note: Please refer to the section on *Dictating and Re-teaching* in Unit 1 as you move through the text. Much of what has been said is applicable throughout the speller.

FOR POOR SPELLERS

1. a. Write all the words that begin with *s* in the order in which they would appear in the dictionary. (serial, sewers, shone, staring, starved, statue)
- b. Write all the words that are listed in the dictionary as nouns. (serial, volunteer, heir, tobacco, bachelor, sewers, anchor, whisper, creature, statue, grant, guard)
- c. Write any three words in the list that can be used as either nouns or verbs. (volunteer, whisper, anchor, grant, guard)
2. a. Write sentences to show that *starved* may be used with or without an object. (e.g., The dog starved to death. The man starved his dog.)
- b. Write in full the following degrees: B.A., B.Sc. (Bachelor of Arts, Bachelor of Science)
- c. Use *tobacco* first as a noun and then as an adjective. (e.g., Cigarettes are made of tobacco. The tobacco plant grows in Ontario and Quebec.)
3. a. Write *sewers*. Write a word related to *sewers* ending in *age*. (sewage)
- b. Write the words that might appear on the same dictionary page as *whistle*, *stature*, *star*, *shin*. (whisper, statue, staring, shone – past tense of shine)

4. Write the word that
 - a. has a silent letter at the beginning. (heir)
 - b. is related to the verb *create*. (creature)
 - c. uses *ch* to spell the sound of *k*. (anchor)
 - d. has an unsounded *u*. (guard)
5. Write all the words that
 - a. begin with two consonants. (creature, shone, whisper, staring, statue, grant, starved)
 - b. end in *or*. (bachelor, anchor)
 - c. have a stem ending in silent *e*. (shone, staring, starved)

FOR GOOD SPELLERS

1. Answer by using a word from the list of Extra Words:
 - a. What name is given to the flesh of the deer? (venison)
 - b. What salad ingredient is the fruit of a vine? (cucumber)
 - c. Which word describes a kind of coal? (anthracite)
 - d. Which word is a synonym for *garlands*? (wreaths)
 - e. Which word differs in only one letter from *heart*? (hearth)
2. a. What is meant by the phrase "having an anchor to windward"? (taking precautions against a possible happening)
 b. Explain the expression "the creature comforts". (good clothes, food, etc.; comforts for the body)
3. a. Compare the meanings of the words *guardian* and *warden*. Pairs of related words like these are called doublets. (guardian – keeper, defender, protector; warden – member of a civilian organization to guard against something, air raids, etc.; in Canadian and American usage, commonly the chief guard at a prison)
 b. List two or three flower names that, like *bachelor's button*, have a fanciful connection with a person. (lady's slipper, sweet-william, marigold, jack-in-the-pulpit, etc.)
4. a. Write three or four words that, like *heir*, have silent *h* at the beginning. Check with the dictionary. (honour and its derivatives such as honourable, and its cognates such as honesty; hour, hourly; heirloom, heiress, etc.)
 b. How do *guano* and *guava* differ from *guard* in the pronunciation of *gu*? (*gw* as compared with *g*) What do these words mean? (a kind of bird manure; a kind of tropical fruit)
 c. Give two examples of words that use *gu* before each of *e* and *i*. (guess, guest, guerrilla; guide, guild, guillotine, etc.)
5. Pretend you are a bookworm. You either live in or visit a large dictionary. What are some of your adventures? What are the advantages and disadvantages of life in a dictionary?

NO MOST COMMONLY MISSPELLED WORDS IN THIS UNIT

degree below Master; unmarried man. —'s *buttons*, various button-shaped flowers esp. double buttercup, also small ratafia biscuits, also buttons attachable without sewing; — *girl* (unmarried and living independently); — (*seal*), young male fur-seal with no mate. Hence — HOOD, — SHIP, — ISM (4), nn. [f. OF *bachelor* f. L + *baccalaris*; cf. *baccalaria* piece of land, *baccalarius* farm-labourer, perh. f. *bacca* LL for L *vacca* cow]

What kind of information is common to both dictionaries? What kind of information can be found in only one of the dictionaries? Which dictionary has a better guide to pronunciation? On what occasions might you prefer Dictionary 1? Dictionary 2? For general reference which dictionary would you choose? Which one is likely to cost more? to be worth more?

Notice that the two dictionaries¹ use different styles of indicating pronunciation. Examine several dictionaries and compare their pronunciation keys. Do they tend to be similar or different?

shone	heir	sewers	staring	statue
volunteer	tobacco	whisper	creature	grant
serial	bachelor	anchor	starved	guard

hearth venison anthracite wreaths cucumber

YOU SHOULD HAVE ACCESS TO AT LEAST TWO DIFFERENT DICTIONARIES WHILE DOING THESE EXERCISES.

1. a. Write *sewer*. What sound has the combination *ew* in the most commonly used version of the word? Find another pronunciation and meaning in one of the dictionaries. From what word is the second version of *sewer* derived?

¹*Dictionary references*

Dictionary 1 — The Merriam-Webster Pocket Dictionary, Cardinal Edition, Pocket Books of Canada Limited, Montreal.

Dictionary 2 — The Concise Oxford Dictionary, New Fourth Edition, Oxford at the Clarendon Press, 1951.

b. Write **creature**. Look up **creature** in two different dictionaries. Write **creature** again, indicating its division into syllables. To what verb is **creature** related? How many syllables has this verb? Write a related noun which ends in **ion**. How do this noun and **creature** differ in the pronunciation of the first four letters?

c. Beginning with **creature** list all the words you can form from the root **creat**. Try using prefixes as well as suffixes. Check the words in your list by consulting a dictionary.

2. a. Remember that the *guide words* at the top of a dictionary page help you to find words quickly. Which of the following words are likely to appear on the same or adjoining dictionary pages?

shone serial sewer starved staring statue

b. Write **starved** and **staring**. Write the guide words which appear on the same pages as these words in your two dictionaries.

c. Write **staring**. Under which word in the dictionary would you look for the meaning of **staring**? How does your dictionary tell you that the **e** of the stem is dropped before **ing** is added?

d. Write **shone**. What do your dictionaries tell you about **shone**? Tell how you would use the dictionary to find the meaning of **shone**.

e. Write **serial** and the noun to which it is related. Note how your dictionaries differ in the number of meanings and the kind of information they provide about **serial**. Write **serial** again, circling the suffix.

3. a. Write **volunteer**. With the help of the dictionaries write a related adjective and adverb. Write **volunteer** again, marking the accent as indicated in your dictionaries.

b. Write **heir**. Show how the two dictionaries indicate the correct pronunciation. What is the feminine form of **heir**?

In the dictionaries find a noun formed from **heir** by adding a suffix.

c. Write the words from the spelling list which you would find by opening your dictionary a little to the left of centre.

d. Write the words from the list which you would find between the following guide words:

anarchy—anchovy grand—graph station—stay

e. Write **statue**. Mark the long, short, and silent vowels, and the accent, and check your marking by reference to the dictionary. What is the origin of **statue**? Use a dictionary to help you write at least three words related in origin to **statue**.

f. Write **tobacco**, indicating syllables, the pronunciation of vowels, and accent. Rewrite **tobacco**, circling the double consonant. **Tobacco** is an interesting word. What does the dictionary tell you of the origin of **tobacco**?

4. a. Write **whisper**. **Whisper** is an example of onomatopoeia, that is, its sound suggests its meaning. From what language is it derived? How is the pronunciation of the first two letters indicated in the dictionary? Write **whisper** again. Add two verb endings.

b. Use the **ing** form of **whisper** as an adjective to modify **creature**.

c. Write **guard**. Look up **guard**, **ward**, **guarantee** in the dictionary to discover their relationship. Write **guard** again, boxing **u**.

d. Write the two words with the combination **ch**. What sound has the combination in each word?

If you have misspelled any of the words in the word list on the first dictation, make those words the beginning of your personal word list. All term keep a record of words which cause you difficulty in any of your written work.

LONG E

belief	thieving	fiercely	piece	shrieking
relief	brief	diesel	species	frontier
siege	wieners	achievement		protein
				pierce

The eleven words in this unit all use the same combination of vowels to spell **long e**. What is the vowel combination?

- Write the pair of two-syllable words which rhyme.
 - What are the verbs related to these words?
- Write the words which have soft **c**. What letter in each word makes the **c** soft?
 - Write the word which has the soft sound of **g**. What letter makes the **g** soft?
 - Write the word which is formed from a verb by the addition of **ment**? From what verb is it formed?
- Write **siege** and **achievement**. These words have long and fascinating histories. **Siege**, for example, is descended from the same ancestor as **residence**, and **achievement** is related both to **captain** and to **cabbage**. Try to trace the history of these words.
 - Form a verb from **siege** by adding a prefix.
 - Add **ing** to the verb formed from **siege**.
- Write **diesel**. Circle the letters which spell the sound of long **e**. Underline **el**.
 - Write **diesel** again. After the word write the name of the man for whom the diesel engine is named. A dictionary will help you.
 - Write all the words from the spelling list in which **ie** is followed by **f** or **v**.

SUGGESTIONS FOR TEACHERS, UNIT 2

Introducing the Words

The words are related through their common use of *ie* to spell the sound of long *e*. You may want to group the words into smaller units for ease in presentation and learning.

Relief, *belief*, and *brief* belong logically together for purposes of spelling. It may be of interest to you and to some of your brighter students to know that the spelling is a result of analogy, not of common origin. *Relief* is derived through French from Latin, and has as its root a word meaning *light* (i.e., not heavy), related to words like *lever* and *levitate*. Far back in its ancestry it may have a connection with *lift*, which comes from an Old English word meaning *sky*; compare *elevator* (Canadian) and *lift* (English). *Belief* is descended from an Old English or Germanic word meaning *love*, and is related not to *relief* and its cousins but to *love* and *beloved* and *lovely*. *Brief* has no connection with either of the other two; it comes from a Latin word, *brevis*, short. It has retained most of its original meaning, and is a close relative of *brevery*. *Thieving* might be considered with *relief*, *belief*, and *brief*, since it is a form of *thief*. It is an adjective formed from the present participle of the verb *thieve*, which in turn bears the same relationship to *thief* as *believe* does to *belief*. Have pupils form *believe*, *believing*, and *believed* from *belief*, and similar variants of *relief*.

Achievement, if you went far enough back into its history, shows a similar *f - v* development. The stem *chiev* is an exact equivalent of the word *chief*, from the same Latin root, *caput*, *capitis*, head. Tracing *achieve* brings you to French *achever*, that is, *à chef venir*, from Late Latin *ad caput venire*, to come to a head, that is, accomplish or *achieve*. Warning! Only good students will appreciate this explanation. For average or poor students content yourself with presenting the word in syllables, with adding the suffix *ment* to form a noun. Have pupils supply the verb forms *achieved* and *achieving*.

Siege has an equally long, but less complex, history. It traces its ancestry back to Latin *sedere*, sit, and is closely related to *residence*, *sedentary*, etc. Armies sat down before a castle or town when they besieged it. Have pupils notice the soft *g* followed by *e*. The development of the *j* sound from the *d* of *sed* is not hard to understand if you ask pupils to say - as they so often do - "Howdja do?" for "How do you do?" or "Whadja want?"

Wieners and *diesel* both owe their existence to proper names, *wieners* from Vienna (Wien), and *diesel* from the name of the inventor, Dr. R. Diesel of Munich. Pupils will be interested in comparing *hamburgers* from Hamburg; the more knowledgeable may think of *champagne* and *canary*.

In *fiercely* notice not only the *ie* combination, but also the *e* retained following the *c* and preceding *ly*. If it were omitted the *c* would become hard with the sound of *k*. *Piece* has the same *ce* ending. *Species* is still something of a technical word, and has been borrowed unchanged from Latin. The root has yielded several words containing *spec*, *special*, *especially*, *specify*, *specification*, etc. An older doublet is *spices*.

Doing the Exercises

Ex. 1. a: belief, relief; b. believe, relieve.

Ex. 2. a: fiercely, piece; *e* makes *c* soft; b. siege; *e*; c. achievement; achieve.

Ex. 3. a: See section on "Teaching the Words"; b. besiege; c. besieging.

Ex. 4. a: Circle *ie*; b. Dr. R. Diesel of Munich; c. belief, relief, thieving, brief, achievement; d. thief; underline *ie*; thieves; *f* has changed to *v*.

Ex. 5. a: fiercely; fierce; c. species, wieners, belief, achievement; d. brief.

Ex. 6. a: e.g., a piece of bread, *n*.; to piece together the parts of a puzzle, *v*. (If you want complete sentences as answers, make your instructions clear before assigning the exercise.) b. piecing; c. species; no change in form from the singular.

Ex. 7: Accept a wide range of answers, as long as they are reasonable.

Ex. 8. a: Accept any correct answers. Examples are: neither, weird, receive, receipt, conceit, seize, etc.; b. meet, reed, see, seem, feet, teeth, reel, peel, etc.; c. machine, antique, unique, chic, etc.

Dictating and Re-teaching

Follow the procedure outlined in Unit 1.

On the second presentation vary your teaching and the grouping of the words, but do remember to stress the points of error of your own class. No one can foretell what individual problems develop in any group of pupils. For new groupings, you might consider teaching together all the words that have endings or suffixes attached to their stems: *wieners* (*er*, and *s* for plural), *fiercely* (*ly* used to form an adverb from the original adjective), *achievement* (*ment* used to make a noun from a verb). Another grouping brings together the words that end in silent *e*: *siege*, *piece*. You may want to point out that *achievement* and *fiercely* in their original forms belong to the group as well. *Belief*, *relief*, *achievement*, are words that have prefixes: *be*, *re*, *a*. *Species* is an example of a word which uses *ci* to spell the sound of *sh*. Even poor spellers would probably benefit from an explanation of its bond with *special*. The *el* at the end of *diesel* warrants mention, since there is a tendency to write it *le*. Do not refer to the possibility; merely emphasize the correct version.

Remind pupils to keep a personal spelling list of words that cause them difficulty in spelling. This list should include words from the speller and from other sources, principally their own written work.

Keep a record yourself of words commonly misspelled by your pupils and make sure that they crop up regularly in your teaching and dictation as the term moves on.

FOR POOR SPELLERS

1. Write
 - a. two nouns that have corresponding verb forms ending in *ve*. (belief, relief, achievement)
 - b. a noun from which a verb may be formed by adding the prefix *be*. (siege)
 - c. a noun that has the same form in the singular and the plural. (species)
 - d. an adverb ending in *ly*. (fiercely)
2. Answer the following questions, using a word from the list in every answer:
 - a. What famous siege in Canadian history ended in 1759? (siege of Quebec)
 - b. What is another term for *frankfurters*? (wieners)
 - c. What fuel is now used to operate most of Canada's trains? (diesel oil)
 - d. What name is given to work that is paid for according to the number of pieces completed? (piecework)
 - e. What adjective might be applied to a person who stole regularly? (thieving)
3. Which word means
 - a. short or concise, and a summary of facts or points drawn up for presentation? (brief)
 - b. kind or sort, and, in natural history, a group subordinate in classification to genus? (species)
 - c. something accomplished? (achievement)
 - d. practising stealing? (thieving)
 - e. a bit or fraction? (piece)
4.
 - a. Indicate by writing *brief* after the number which of the following would be better kept brief: (i) an after-dinner speech, (ii) an account of a lost ball game, (iii) a visit to a summer resort (iv) a walk on a stormy night. (Accept reasonable answers.)
 - b. Indicate by writing *piece* after the number which of the following constitute a part rather than the whole: (i) a slice of apple pie, (ii) a helping of roast meat, (iii) a chocolate, (iv) a corner of the garden. (i, ii, iv)
 - c. Write *achievement* after the numbers of those things which you consider outstanding achievements of mankind: (i) the invention of the wheel, (ii) the discovery of tobacco, (iii) the conquest of space, (iv) the invention of pottery. (i, iii, iv. However, since your aim is to have *achievement* written in a context that has meaning, accept the opinion of your pupils.)

4. Write the words that
 - a. contain the letter combination *iev*. (thieving, achievement)
 - b. contain the letter combination *ief*. (belief, relief, brief)
 - c. begin with two consonants. (brief, thieving, species)
 - d. end in *s*. (wieners, species)
 - e. have stems ending in silent *e* when the suffixes are removed. (fiercely, achievement)
 - f. have *s* spelling the sound of *z*. (diesel, wieners, species)
5. *Fun with words*
 - a. This word contains *die*, but it keeps things going. (diesel)
 - b. This is only a part of a whole word that contains it. (pie-ce)
 - c. Lawyers can rarely be described by this word when they present it. (brief)

FOR GOOD SPELLERS

1.
 - a. Use the Study Steps on page 5 to learn the Extra Words in this unit.
 - b. How does *protein* differ from the other words in the unit? (*ei* instead of *ie* to spell the sound of long *e*)
 - c. Write the three extra words which have *r* as their second consonant sound (shrieking, frontier, protein)
 - d. Which word has *front* as its stem? Explain the relationship with *front*. (frontier – the sense of *forward part* is common to both words. Accept any reasonable explanation.)
 - e. Which of the extra words means *penetrate*? (pierce)
2.
 - a. Use *piercing* to modify any of the following words which it could properly modify: cold, wind, blade, ice. (Use with the first three words.)
 - b. Write *protein*, and name two other important food elements. (fats, carbohydrates, starch, minerals)
 - c. Write *protein* again, followed by the names of two important high-protein foods. (fish, eggs, cheese, meat, soya beans, etc.)
 - d. Write *frontier* and a synonym for *frontier*. (boundary)
3.
 - a. List three or four nouns which, like *species*, do not change form for the plural. (sheep, deer, fish, corps, series, etc.)
 - b. List three or four nouns, singular and plural forms, which form their plurals in *a*. Check the origin of these words. (phenomenon, memorandum, medium, minimum, maximum, curriculum, criterion, etc.; Greek and Latin)
 - c. Write two words which form their plurals in *n*. (oxen, children, brethren; someone may even produce kine.)

4. a. Write *shrieking*. What are two or three more words that imitate the sound of shrieking? (screaming, screeching, shrill, howling, etc. Accept reasonable onomatopoeic words.)
b. Write two synonyms for *fierce*. (furious, ferocious, violent, raging, etc.) Where possible write corresponding adverb forms for the synonyms. (furiously, etc.)
c. What were two or more famous sieges of history? (Troy, Stalingrad, Quebec, Lucknow, Ladysmith, etc.)
d. Select and write on your paper any of the following words which might be used in place of *thief*: *pickpocket*, *burglar*, *peculator*, *embezzler*, *rustler*. (all of them)
5. Taking the point of view of an intelligent dog, write a letter to the editor of a newspaper objecting to wieners being called hot dogs. Give reasons for your objections: the term tends to belittle dogs in general; it has connotations of cannibalism . . . Add to these reasons or substitute your own.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: wieners

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: piece (5, 6), siege (7)

- d. Write **thieving**. What is the related noun? Underline the vowel combination in the noun. Write the plural of the noun. In what way does the plural of the noun resemble the verb?
5. a. Which word in the list is an adverb? Write the corresponding adjective.
b. From what adjective in the list can an adverb be formed? Write the adverb.
c. Write the words which mean: **kind**, n., **spiced meat in a casing**, **opinion**, **accomplishment**.
d. Which word means both **short** and a **written presentation**, usually legal?
6. a. Write **piece**. Use **piece** first as a noun and then as a verb.
b. Add **ing** to **piece**. Use the new form as part of a verb phrase.
c. Combine **brief** and **piece** in one sentence.
d. What is the plural form of **species**?
7. Use the words in bold type in a different sense from their use in the following contexts: **a.** to **brief** the officers before their flight; **b.** a long **siege** of illness; **c.** a **piece** of pie.
8. Write
a. at least two words in which the sound of long e is spelled ei.
b. at least three words in which the sound of long e is spelled ee.
c. at least one word in which the sound of long e is spelled i.

Build up a list of ie words. Mark particularly ie words in your personal spelling list.



SAY IT RIGHT—SPELL IT RIGHT

Errors in spelling are often due to errors in pronunciation. Collected in this unit are fourteen words which are frequently pronounced carelessly. Careful enunciation of each syllable and careful pronunciation of each word will help you to spell it correctly.

athletics	diamond	recognize	surprise	veteran
diary	temporary	formerly	whether	pitying
miniature	ordinary	separate	strength	triumph
congratulated	laboratory	whim	emigrants	

1. a. Look up **athletics** in the dictionary. How many syllables has it? Write **athletics**. Separate it into syllables, and rewrite it as a whole word. Careless speakers sometimes insert an extra syllable. Note that there is no vowel between **th** and **l**.
 b. Write **diamond**. Circle the **a**. How many syllables are there in **diamond**?
 c. Illustrate, through use, three meanings of the word **diamond**.
2. a. Write the word which begins with the same letters as **diamond**. This word is derived from the Latin word which means **day**. Explain the relationship in meaning between **day** and **diary**.
 b. Write **congratulated**. Say it carefully to yourself, being sure to pronounce the first **t** correctly. Careless speakers and spellers confuse **congratulated** with **graduated**.
3. a. Say **surprise** to yourself. Which letter is sometimes omitted in saying this word? Write **surprise**. Draw a vertical line between the syllables.
 b. Write **surprise** again. Form words by replacing the prefix with **com** and **ap**. Find and write the meanings of the new words.

SUGGESTIONS FOR TEACHERS, UNIT 3

Introducing the Unit

As the text indicates, the words collected here are often misspelled because they are carelessly pronounced. Have individual pupils read the words aloud one by one and analyse the pronunciation of each word. The practice both in listening and in enunciating will be good for the class. The exercise must be handled carefully and tactfully, so that no one is ridiculed or humiliated because of his pronunciation.

Introducing the Words

The exercises are a guide to some of the means you might use in introducing the words. However, here again you may want to group some of the words in order to facilitate remembering them.

Surprise and *formerly* both suffer the loss of *r*, to give *supprise* and *formally*. Pupils should listen and then be asked to say the words carefully, making sure that they enunciate the *r* in both words. *Surprise* is even more frequently misspelled by the substitution of *z* for *s*, paralleling *prize* – which incidentally is of the same origin. This error may be forestalled by drawing the difference to the attention of the class. *Temporary*, like *surprise* and *formerly*, sometimes loses *or* in pronunciation and spelling.

The “blowing out” sound at the beginning of *whim* and *whether* seems to be disappearing from colloquial speech. Pupils should be urged to listen for it and to use it. It is unfortunate that centuries ago the original *hw* spelling was reversed to cause writers of the language unnecessary troubles. Better spellers should be asked to distinguish in sound and spelling between *weather* and *whether*. Poor spellers should be taught *whether* in its own context with no reference to *weather* unless one of them raises the question.

In *separate* the trouble usually develops at the first *a*. Emphasize the second syllable in every way you can – by isolating the root, *par*, and relating it to *paragraph*, *prepare*, and *preparatory*; by circling, boxing, or underlining the first *a* in coloured chalk or pencil; by distorting the pronunciation. Note that *separate* has a slightly different stress as an adjective and as a verb. (Ex. 6. b.): *se'parate*, *se'parāte*. In the latter the second *a* is long. *Laboratory* also has two accepted pronunciations, although these depend on local usage and not on function (Ex. 4. a.).

As Ex. 2. b. points out, *congratulated* is sometimes misspelled because of an incorrect association with *graduated*. There is no relationship in meaning, origin, or spelling. Here again careful pronunciation is important to correct spelling.

Relate *ordinary* to *order*, *ordinal*, *co-ordinate*, *extraordinary*. The *ary* ending is the same as in *temporary*, and is a fairly common adjective ending derived from Latin *arius*, which in another context gives a noun suffix *eer*, *ier* (see Unit 1, *volunteer*).

In *diamond* and *diary* the unifying element is the combination *dia* with the unstressed *a* just sufficiently voiced to be heard. In *miniature* it is the *i* that is often overlooked in speech and spelling. Have pupils mark in some way the *ia* combination in all these words.

Make pupils aware of the *g* in *strength* and *recognize*. In *strength* pupils will find *g* easier to remember if they see the connection with *strong* (cf. *width*, *length*, etc.). The root of *recognize* will be met again in different contexts through the speller; *cogn* is cognate with *know*, and reference to it crops up in a wide variety of words such as *acquaintance* and *acknowledge*.

There is a strong temptation to insert an extra vowel between *th* and *l* in *athletics*. Again make sure that you and your pupils pronounce the word correctly. Divide *athletics* into syllables for pronunciation: *ath-le-tics* or *ath-let-ics*.

The Extra Words should be taught only to good students, and generally speaking they can left to private study with the help of the exercises provided "For Good Spellers".

Doing the Exercises

Ex. 1. a: three; ath-let-ics, or ath-le-tics. Dictionaries differ. b. three syllables, with the *a* indicated by a schwa. However, American dictionaries do admit two syllables, omitting the *a* entirely. c. Play a diamond (card). a diamond ring, adj.; A diamond is a gem, noun; Diamond-shaped is a slightly different use again.

Ex. 2. a: A diary is literally a day-book, and is still used in that sense; a record of daily events.

Ex. 3. a: the first *r*; sur-prise; b. comprise, apprise; consist of, include; inform.

Ex. 4. a: lab'oratory, labor'atory; c. formerly, previously; formally, in a formal manner.

Ex. 5. a: tem-por-ar-y, or any other division recognized by a reputable dictionary; or-din-ar-y, or any other division recognized by the dictionaries you are using. b. min-i-a-ture, or any other division recognized by your dictionaries; c. minimum, minute, minimal, etc.; fracture, lecture.

Ex. 6. a: separate' (verb), sep'arate (adj.).

Ex. 7. a: separate; b. miniature; c. ordinary.

Dictating and Re-teaching

Be careful of your own enunciation and pronunciation when dictating these words. Use each in a sentence context. If you wish, add a few sentences for full transcription on the final dictation. Do not introduce into these sentences words that are likely to cause spelling difficulties. Your principal aim in the dictation is to assure mastery of the words in the list.

Have pupils proof-read their spelling papers before handing them in. However, do be aware of the fact that sometimes proof-reading of dictated work leads people to change correct to incorrect spelling. Often an unconsidered spelling is more likely to be correct than one which causes puzzlement. Impress on pupils the need for careful handwriting. Handwriting errors are sometimes the cause of spelling errors.

FOR POOR SPELLERS

1. Use a word from the list to answer each of the following:
 - a. Does a hair "permanent" provide a permanent or temporary curl? (temporary)
 - b. What aspect of personal development is stressed at the Olympic games? (athletics)
 - c. What precious stone is usually part of an engagement ring? (diamond)
 - d. What name is given to a very small portrait painted on a brooch or pendant? (miniature)
 - e. In what does one keep a record of one's daily doings? (diary)
2.
 - a. Write *temporary*. Form another word by using the prefix *con*. (contemporary)
 - b. Write *separate*. Form a noun by the addition of a suffix. (separation) Underline *a* in the stem of *separate* and of the noun.
 - c. Write *surprise*. Underline the prefix, and circle the second *s*. Why were you asked to do these two things? (because errors in spelling often occur at these two points; there is a tendency to use *z* instead of *s*.)
3. Write
 - a. the word that ends in *ize*. (recognize)
 - b. all the words that end in *y*. (diary, ordinary, temporary, formerly, laboratory)
 - c. the noun derived from *strong*. (strength) Underline the vowel that is different in noun and adjective. (e)
 - d. the adverb formed from an adjective by the addition of a suffix. (formerly)
4. Which word is
 - a. the past tense of a verb? (congratulated)
 - b. a synonym of commonplace? (ordinary)
 - c. a conjunction? (whether)
 - d. an adjective when the final letter is dropped? (athletics)
5. *Puzzles with words*
 - a. Young girls often keep their secrets locked in me. (diary)
 - b. Although I am one of the hardest things on earth, many people love me. (diamond)

FOR GOOD SPELLERS

1.
 - a. Write the Extra Words, marking the syllables. Rewrite the words.
 - b. What is the stem of *pitying*? Write the past tense of the verb. (pity, pitied)
 - c. Write *triumph* and an adjective related to it. (triumphant, triumphal)

- d. Write *emigrants*. Substitute the prefix *im* for *e*. Define both words. (emigrant – one who leaves a country for a new land; immigrant – one who comes to a new land to settle. Cf. meanings of the prefixes – *e*, out of, *im*, into.)
2.
 - a. How do *triumphal* and *triumphant* differ in meaning? (triumphal – used in celebrating a triumph or victory; e.g., triumphal arch or triumphal march; triumphant – victorious, successful, and joyful as a result)
 - b. Write *whim* and its related adjective. (whimsical) Use the adjective to modify *action*.
 - c. *Diary* is derived from the Latin word for *day*. Find and define another word derived from the same source. (diurnal)
 3.
 - a. The root of *temporary* is *tempor*, time. Note the letter *o* in the root. Find two additional words derived from the same root. (contemporary, temporal)
 - b. What are two synonyms of *miniature* in addition to small or tiny? (wee, diminutive, bantam, minute)
 4.
 - a. Make a list of at least three words other than *strength* that use *th* as a noun-forming suffix. (length, breadth, width, depth, truth) List three other words that illustrate the use of *th* as a suffix to indicate an ordinal numeral. (fourth, fifth, hundredth, etc.)
 - b. Write three or four words that, like *diamond*, begin with *dia*. (dialogue, diameter, diatribe, dial, diabolic, etc.) Show the meaning of two of the words by using them in a correct context.
 5.
 - a. Write two words that begin with the word *whim*. Define the words. (whimper, whimsy, whimsical)
 - b. Write *veteran*. Use a dictionary to help you explain the relationship between *veteran* and *old-timer*. (Veteran is derived from a Latin adjective meaning *old*, so that a veteran is an old-timer.)
 - c. What word which can be used as a synonym of *diary* is derived from the French word *jour*, meaning day? (journal; you may wish to compare what has happened to the initial *d* of *L. dies*, with the transformation of *d* to *ge* – the sound of *j* – in siege.)

MOST COMMONLY MISPELLED WORDS APPEARING FOR THE FIRST TIME: athletics, laboratory

MOST COMMONLY MISPELLED WORDS REPEATED FROM EARLIER BOOKS: diamond (7), formerly (7), separate (5, 6), surprise (5, 6), whether (5, 6)

4. a. The word **laboratory** has two accepted pronunciations. Write **laboratory** twice and mark the accent to indicate the two possible pronunciations.
- b. Write **strength** and **recognize**. Note that **g** is pronounced in both words. Underline **g**.
- c. Write **formerly**. Be sure you know the difference in pronunciation, spelling, and meaning between **formerly** and **formally**. Write **formerly** again. Box **er**. Make a special note of this syllable.
5. a. Write **temporary** and **ordinary**. Divide each into syllables. Rewrite both words, underlining the syllables they have in common.
- b. Write **miniature**. Circle the second **i**. Write **miniature** in syllables.
- c. Write **miniature** again, underlining the root **min**. This comes from the Latin word **minus**, meaning **little** or **less**. Write two more words which are derived from the same root. Write another word listed in this book which ends with the suffix **ture**.
6. a. Say **whether** silently. Notice that **wh** is pronounced by exhaling or blowing out. Write **whether**. Box **wh**. Note carefully the difference in the pronunciation of **whether** and **weather**.
- b. Write **separate**. Use it first as a verb and then as an adjective. Write **separate** twice, marking the accent correctly for the verb and for the adjective.

7. Scrambled words

Each set of scrambled words represents a word in the list. Unscramble the words:

- a. ERASE PAT, b. IN TRUE AIM, c. IRON YARD.

REMEMBER! Speak carefully for better spelling.



Examine the words **admire**, **accidentally**, **approved**, **attached**, **assistant**.

It may help you to remember the double letters if you know that the **d** of the prefix **ad** often changes to match the following letter. Here is a list of words all of which have some form of the prefix **ad**.

admire	advance	advertisement	assistant
assistance	accommodate	accidentally	accessories
accompanied	apparently	approved	applause
	attached	approached	

- Write the words in which **ad** appears in its original form. Box the prefix.
 - Make nouns by adding suffixes to **admire** and **advance**.
 - What verb is related to **advertisement**?
- In which words has **ad** become **ac**? Box the prefix in each word.
 - Write the noun and adjective related to **accidentally**.
 - What is the singular of **accessories**? Use **accessories** in a sentence about the extras on an automobile.
 - Write **accommodate**. Note the two sets of double letters. The root is **mod**. What are the two prefixes? the suffix? Make a noun by replacing **e** with **ion**.
- Which words have the root beginning with **p**? Underline the root in each case.

SUGGESTIONS FOR TEACHERS, UNIT 4

Introducing the Words

The prefix *ad* in its original form and in its modifications is common in English words derived from Latin. Often the *d* accommodates itself to the first letter of the stem by changing to that letter when the stem begins with *c*, *f*, *l*, *p*, *r*, and *s*. *Ad* meant *to* or *towards*, but was also used sometimes to intensify the meaning of the stem.

Use the exercises orally to introduce the words in the list; e.g., 1.a., 3.a., 4.a., which group the words into logical working units.

Examine first the words in which *ad* appears in its original form: *admire*, *advance*, *advertisement*. Note the first letter of the stem. *Admire* comes from a Latin root, *mir*, wonder at; compare *mirror*, but not *admiral*, which comes from the Arabic. The root of *advertisement* is *vert*, turn. *Advertisement* is more directly derived from the verb *advertere*, to turn towards or to notice. Related words are *vertical*, *reverse*, etc. (See *conversation*, Unit 20.) *Advance* is another example of a scholar's error, since the *ad* was originally *a* from L. *ab*. Compare French *avancer*, to advance. Note: This information is for good students only; don't confuse poor spellers or poor students with these anomalies.

Group *accompanied*, *accommodate*, *accidentally*, and *accessories*. Without worrying pupils too much with meanings of roots, have them build words on the roots; or find words derived from the same sources, e.g., *accompanied* – *company*, *companion* (from L. *com*, with, and *panis*, bread; a companion is a person with whom one breaks bread, shares a meal, and so not an enemy). *Accommodate*, as Ex. 2.d. points out, has two prefixes; the root is *mod* – *accommodation*, *commode*, *mode*, *modern*, *model*, etc. From *accidentally*, with the root *cid*, from *cad*, fall or happen, better spellers can produce *accident*, *incident*, *cadence*, etc. For *accessories* compare *recess*, *necessity*, *accessible*, the *accessory* to the crime, etc.

Apparently, *approved*, *approached*, *applause* may be treated the same way. When the prefix *ap* is removed, the related words appear: *approved* – *approval*, *prove*, *reprove*, *improve*, etc. Good students may be interested to know that the doublet of *prove* is *probe* from the original Latin, whereas *prove* has come from the French. The *prob* root has provided words like *probably*, *probe*, *approbation*. *Approached* yields *reproached*, and the French form *approchement* and *rapprochement*; *applause* – *plausible*, and words like *applaud* and *plaudatory*; *apparently* – *transparent*, and older versions like *appear* and *appearance*. (Note: When teaching average or slow classes it is probably just as well to omit reference to these words which differ in form.) With all the *ap* words have pupils notice and mark the double *p* as a result of *ad* + *p* of the stem.

Assistant and *assistance* are obviously related; *t* has changed to *ce* to form the abstract noun. Pupils should be able to find the root for themselves – a prolific root which they will meet again. In this unit limit yourself to such obvious relatives as *resist*, *consist*, etc.

Attached and *attack* are an interesting pair of doublets. Pupils can see the relationship in meaning for themselves.

Doing the Exercises

Ex. 1. b: admiration, advancement; c. advertise.

Ex. 2. a: See above. b. accident, accidental; c. accessory; d. prefixes *ac (ad), com*; suffix *ate*; accommodation.

Ex. 3. a: roots – *apparently* – *par* or *parent*, *approved* – *prov*, *approach* – *proach*, *applause* – *plaus*; b. Late Latin *ad-propri-are*, draw near, from L. preposition *prope*, near; through French. Do not expect so detailed an answer from your class. Noun, approach, reproach; c. applaud; d. disapprove; makes the meaning negative; approval and disapproval; e. apparently (i), (ii); apparently not (iii). Since practice in writing *apparently* is the reason for the exercise, the correctness of the “answers” is unimportant in this context. f. appearance, transparent, reappear; check pupils’ answers with the dictionary to avoid false etymologies. Omit this exercise with poorer spellers.

Ex. 4. a: attached; b. detached; the new prefix has made the word mean something opposite; attachment; detachment; noun; c. assistance; assistant – one who assists; assistance – the help given by an assistant.

Dictating and Re-teaching

Dictate as usual, making sure that the words are correctly pronounced and carefully enunciated.

You may use the following sentences as context, if you like:

The *assistant* will *admire* the *accessories* he will see in the *advertisement*.

The *applause* indicated that the audience *approved* of the play.

My brother *accompanied* me when I went for *assistance* after the accident.

I discovered quite *accidentally* that the cabin we rented would not *accommodate* all of us at once.

Apparently the landlord required *advance* notice of our leaving.

The anchor was *attached* to a long chain.

In re-teaching the words that were not mastered on the first teaching, try a different approach. Continue to stress the points where your pupils made errors, but concentrate on other aspects of the words than those emphasized in the first teaching. For example, instead of spending so much time on prefixes, draw attention to meanings of words, their use in context by pupils, and their function in the sentence. Use the exercises provided in the section “For Poor Spellers”; select from them the exercises that are most useful for your class. The material “For Good Spellers” may be assigned to pupils released from the regular spelling lessons. It should not be attempted by pupils who are having any difficulty with the regular word lists.

Remind pupils to keep a growing record of their own spelling difficulties. Include in the dictation and teaching of the following units any words that are persistently misspelled by more than two or three of your pupils.

FOR POOR SPELLERS

1. Substitute a word from the list for one word in each sentence:
 - a. The accessories were fastened to the frame with thin wires. (attached)
 - b. His help was deeply appreciated. (assistance)
 - c. We should be able to adjust ourselves to an unexpected event. (accommodate)
 - d. A large poster announcing the election appeared in the shop window. (advertisement)
2. Write words from the list that are related in origin to
a. companion; b. incident; c. necessary; d. vertical; e. improvement.
Clue: Find the root. (accompanied, accidentally, accessories, advertisement, approved)
3. Write
 - a. two adverbs from the list. (apparently, accidentally)
 - b. the words in which *ad* has become *ac*. (accompanied, accommodate, accidentally, accessories)
 - c. the words in which *ad* has become *ap*. Why? (apparently, approved, approached; because the root begins with *p*)
 - d. two nouns formed from verbs by adding suffixes. Underline the suffixes. (assistance, assistant, advertisement; underline *ance, ant, ment*)
 - e. a plural noun. (accessories)
4. Which word in the list is
 - a. an antonym of *retreat*? (advance)
 - b. the noun form of the verb *applaud*? (applause)
 - c. a synonym for *helper*? (assistant)
 - d. indicative of approval at a theatre or public meeting? (applause)
5. Write
 - a. four verbs in the past tense. (accompanied, attached, approved, approached)
 - b. three verbs in the present tense. (admire, advance, accommodate)
 - c. *admire* and a related noun. (admirer, mirror, admiration; *not* admiral)

FOR GOOD SPELLERS

1. a. List three additional verbs that have the prefix *ad*. Check with the dictionary after making your list. (admit, advise, adore, address, etc.)
 - b. What are two verbs in which *ad* has become *ar*? Clue: Look for double *r*. (arrest, arrive, etc.)
 - c. Write three words in which *ad* has become *af*. (affect, afflict, afford, affluent, etc.)

- d. Write three words not in the list or related to words in the list in which *ad* has become *ap*. (appendix, appeal, appal, appease, apply, etc.)
2.
 - a. From the root of *advertisement* form at least three different words. Check meanings and origin in the dictionary. (vertical, invert, revert, convert, etc.)
 - b. From the root of *assistant* form at least three different words. Check meanings in the dictionary. (resist, consist, insist, desist, and derivatives thereof)
3. Use the dictionary or a book of synonyms to help you find two ways of expressing the idea of
 - a. *approach*, used as a verb. (come near, verge upon; accept reasonable paraphrases)
 - b. *accidentally*. (by chance, without previous planning, without meaning to)
 - c. *advance*, used as a verb. (move forward, progress, make progress, etc.)
 - d. *admire*. (look up to, look upon with admiration, feel respect for, etc.)
4. Rewrite each of the following sentences so as to retain the central meaning. Make your sentences more interesting and more vivid.
 - a. The shop assistant approached the man and asked him what he wanted.
 - b. The audience applauded the speaker loudly.
 - c. The boy stopped to admire the picture.
 - d. The army advanced against heavy odds.
 - e. The children accompanied the man to the show.

(Examples of revised sentences: The clerk marched up to the suspicious character and challenged him to state his business in the shop. The salesman walked up to the odd little man and asked, "What would you like, sir?")
5. Choose one of the sentences you have written in Ex. 4 and use it as the topic sentence of a short paragraph.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: accommodate

b. Write **approached**. Use the dictionary to find the derivation of the root **proach**. What is the corresponding noun? Form a new word by replacing the prefix with **re**.

c. What verb is related to **applause**?

d. Add the prefix **dis** to **approve**. What effect has this addition on the meaning? Make nouns from **approve** and **disapprove**. Note what happens to the final **e**.

e. Answer the following questions by using either **apparently** or **apparently not**:

(i) Is it necessary to write examinations? (ii) Is the finest wheat grown on the prairies? (iii) Can oranges be grown in our climate?

f. **Appear** is derived from the same root as **apparently**. Write **appear**. List three more words derived from the same source.

4. a. Write the word in which **ad** has become **at**.

b. Write **attached**. Substitute **de** for the prefix. How has the substitution affected the meaning? Change the ending to **ment**. What part of speech is the new word?

c. Write **assistant**. Change the final **t** to **ce**. Both of these words are nouns. How do they differ in meaning?

5. Answer the following questions, using at least one word from the list in every answer:

a. Where would you go for assistance in case of a traffic accident?

b. How many guests could you accommodate in your home in an emergency?

c. If you had a car what accessories would you like to have for it?

CHECK YOUR ANSWERS — AND ALL YOUR WRITTEN WORK — FOR CORRECT SPELLING AND PUNCTUATION.

THE WORLD OF FASHION MALE AND FEMALE



ATTRACTIVE and STYLISH

... economical, too!

KNITTED MODELS FOR EVERYONE'S PURSE

Colourful and Skilfully Tailored
Ideal for Business and Travel

Style and fashion are an important part of today's living. The advertising, selling and manufacturing of clothing are important to Canada's economy. The words in this unit can all be used in advertising by the clothing trade.

tailor	pride	hosiery	stylish	trousers
colourful	loose	knitted	stretch	blouse
skilful	twisted	scissors	purse	stature
attractive	economical		ideal	luxury
				moccasins

- Which words from the list appear in the advertisement?
 - Which words appear with suffix or ending added?
 - Which words are used in the advertisement as adjectives?
 - Which word appears in the form of an adverb?
 - Which word seems to be a noun in the list but with the addition of **ed** is used as an adjective in the advertisement?

SUGGESTIONS FOR TEACHERS, UNIT 5

Teaching the Words

Since the words in this unit are gathered together from the basic word list because of their common application and meaning rather than because of their structure, you may wish to introduce the unit through the material given in the pupils' text, page 16. However, as always, you can also find structural reasons for grouping the words within the larger group. Some of these possibilities are exploited in Ex. 1.

Two verbs, *twisted* and *knitted*, appear in the past tense. Examine them with the class to note how they differ in forming the past tense. *Knitted* doubles the final consonant. Why? The double consonants maintain the short sound of the *i* when an ending beginning with a vowel is added. This is a regular pattern in English spelling and pronunciation. Obtain from pupils other examples of the same principle operating in words of one syllable: *fitted*, *sitting*, *running*, *swimming*, *canned*, *nipped*, etc. Another point to notice in *knitted* is the silent *k*. Like other initial *k*'s preceding *n*, it is a fossil letter, a written symbol for a sound that was once heard but is no longer in use. Compare – or better, have pupils supply – other words like *know*, *knew*, *knife*, etc. Why is the final letter not doubled in *twisted*? The two consonants *st* already operate to keep *i* short; doubling is not necessary. Compare words like *drinking*, *backed*, *standing*, etc., where the same principle holds. Examples in the word list are *attract(ive)* and *stretch*. In neither word is any change required in the stem when a vowel ending is added.

Colourful and *skilful* should be considered together. Accept *color* since it is a variant common both in Canada and the United States, and alert pupils should and will be able to bring examples of it from reputable Canadian publications. Both words use *ful* to form an adjective from a noun. *Skilful*, however, drops one *l* of the stem *skill* when adding the suffix. Build a list of other *ful* words: *careful*, *dreadful*, *forgetful*, *helpful*, *thankful*, etc. You might examine *economical* and *stylish* immediately after *colourful* and *skilful*, since they too are examples of adjectives formed from nouns by the addition of suffixes. To the stem *economy* *cal* has been added. Pupils should see that the *y* of *economy* has become *i*. Actually, two suffixes, *ic* and *al* have been added to the stem *econom*. In *stylish*, the *e* of *style* has been dropped before a suffix beginning with a vowel.

Hosiery adds a suffix to a noun to form another noun. The *i* is the spelling problem. Have pupils box or circle *i* to stress its existence.

Another possible grouping is of words ending in silent *e*: *attractive*, *pride*, *loose*, *purse*. Only in *pride* does the *e* serve to make the internal vowel long. *Attractive* is another example of a word having a suffix, this time added to a verb stem to make an adjective. As suggested in Ex. 4.a., *attractive* can be used for word building. The root, *tract*, means draw or pull. Related words are *attraction*, *detract*, *detraction*, *subtract*, *subtraction*, *tractor*, *tractable*, etc. In *purse* draw attention

to the combination *ur*; another possible stumbling-spot is *s*, which some pupils are tempted to write *c*. Double *o* in *loose* poses some difficulty, though the trouble lies mainly in confusion with *lose*. Avoid mentioning *lose* at this point, especially with poor spellers.

Tailor and *scissors* are interesting words. *Scissors* has been discussed at length in Book 6. It incorporates a mistake in etymology. Derived as it is from French *cisoires*, it should have only *c* at the beginning and one *s* in the middle. However, a scholar who knew a little, but not quite enough, incorrectly derived it from Latin *scissum*, split or tear. *Tailor* is from French *tailleur*, literally a measurer, cutter or notcher. It is related to *tally*, which meant originally to keep count by cutting notches. In *tailor* pupils should note *ai*, the single *l*, and the *or* ending, an ending common as an indication of agent: *actor*, *doctor*, etc. This explanation, of course, is for good spellers only.

Ideal might be considered with *economical* as an example of the *al* ending. Note that the *a* of either the stem or the suffix (*idea* + *al*) has been lost. As with the words of Unit 3, careful pronunciation can be a help to good spelling. Pupils should be encouraged to say and hear three, not two, syllables.

Doing the Exercises

Ex. 1. a: attractive, stylish, economical, knitted, purse, colourful, ideal; b. skilfully, tailored; c. attractive, stylish, economical, knitted, ideal; d. skilfully; e. tailor, tailored.

Ex. 2. b: pride; c. hosiery; d. tailor; e. stretch.

Ex. 3. a: twisted, knitted; see "Introducing the Words". b. loose, double *o*; c. skilful; one *l* is lost; d. stylish, *e* dropped; f. economical, economize.

Ex. 4. a: tract, detract, subtract; detraction, subtraction; b. Do not purse your lips; you will encourage unpleasant wrinkles to develop. c. Example - The inn was an ideal spot for a vacation. The man's ideal of good government is very high. idealize, ideally; d. stretch; e.g., The stretch of land was barren. Do not stretch the rope. stretcher.

Ex. 5. b: The silent letter is *i*. hose; c. skilful, colourful; skill, colour.

Dictating and Re-teaching

Dictate and re-teach until almost all words are completely mastered by all pupils. Try to re-teach misspelled words as if they were being taught for the first time. Vary your teaching techniques; regroup if you can. Concentrate on correcting the errors made by your class rather than on dealing with general principles.

Check pupils' papers after each dictation, although pupils should be required to correct their own exercises and dictation. However, unless you make a point of checking and recording results you will find that pupils will become careless and lose interest. Have pupils keep charts or graphs, and emphasize the need for personal spelling lists.

FOR POOR SPELLERS

1. Write
 - a. the adjectives in the list ending in the suffixes *ful, ive, al, ish*. (colourful, skilful, attractive, economical, ideal, stylish)
 - b. Write corresponding adverbs for these adjectives. (colourfully, skilfully, attractively, economically, ideally, stylishly)
 - c. Write another adjective from the list. (loose) What is the corresponding adverb? (loosely)
2.
 - a. Write two verbs in the past tense which may also be used as adjectives. (twisted, knitted)
 - b. Write a noun which may also be used as a verb. (tailor, stretch, purse)
 - c. Which word means a *pouch for carrying money*, and also to *pucker or contract*? (purse)
3. Answer with a word from the list:
 - a. What is usually made of nylon? (hosiery)
 - b. What has two blades for cutting? (scissors)
 - c. Which word describes what the well-dressed woman wants to be? (stylish or attractive)
 - d. What advantage has knitted over woven fabric? (It can stretch.)
 - e. Which is generally more comfortable, a loose or a tight collar? (loose)
4. Write
 - a. *pride* and the corresponding adjective. (proud)
 - b. *knitted* and its present tense. (knit)
 - c. *economical* and the corresponding noun. (economy)
 - d. *hosiery* and the stem from which it has been formed. (hose)
5.
 - a. Use *ideal* in a statement about someone you would consider a fine person.
 - b. Ask a question about where you could have a pair of scissors sharpened.
 - c. Write an exclamation about a tailor's pride in his work.
 - d. Draft a sentence of complaint about a knitted shirt you bought that has stretched out of shape.

FOR GOOD SPELLERS

1.
 - a. Write *trousers*, and three additional words used for garments to cover the lower part of the body. (pantaloon, knicker, bloomer, shorts, pyjama bottoms, breeches, pants, slacks, etc.)
 - b. Write *blouse* and the names of at least two other garments used to clothe the upper part of the body. (shirt, sweater, cardigan, vest, waistcoat, middie, jacket, etc.)
 - c. Write *moccasins* and the names of two other kinds of foot-gear. (boots, shoes, slippers, sneakers, sandals, galoshes, rubbers, etc.)

- d. *Moccasins* is a North American Indian word. What article of clothing derives its name from the Eskimo language? (mukluk, parka)
2. Write
- luxury* and the related adjective. (luxurious)
 - stature* and a synonym of Anglo-Saxon origin. (height)
 - a sentence using *stature* in a figurative sense. (e.g., He was a man of considerable stature in the community.)
3. a. Explain why *skilful* uses *k* instead of *c*. (*c* would have a soft sound before *i*, as in *science*.) Write three or four additional words that have the combination *ski*. (ski, skirt, skip, skillet, etc.)
- Write two or three words which, like *tailor*, use *or* at the end to indicate the doer of an action. (doctor, actor, sailor, sculptor, etc.)
 - Write two or three words which use *er* for the same purpose. (doer, employer, teacher, painter, etc.) Note that *er* is a suffix still being used to manufacture words expressing the doer of an action.
4. a. Find the stem of *attractive* by dropping prefix and suffix. Write two or three additional words, not used in the regular exercise on p. 17, that have the same root as *attractive*. (See above, "Introducing the Words".)
- Explain the meaning of *pride* in the phrase *a pride of lions*. (company or group)
 - What words would you use in speaking of a similar company of *partridge*, *deer*, *fish*? (covey, herd, school)
5. Girls, list the articles you might expect to find in a boy's pockets. Boys, list the articles you might expect to find a girl's purse.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: stretch

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: scissors (6, 7)

2.
 - a. Write a similar advertisement for some item of men's wear, using some of the words from the list.
 - b. Which word might be used for the feeling which people have concerning their appearance?
 - c. Which word indicates clothing for the legs?
 - d. Who wields the scissors?
 - e. Which word tells what you might do to a knitted garment to make it loose?
3.
 - a. Which words end in **ed**? What effect did the addition of **ed** have on the spelling of the stems of these words?
 - b. What word is the antonym of **tight**? What is distinctive about the spelling of the word?
 - c. Which word is formed from **skill**? What was the effect on **skill** of adding **ful**?
 - d. Which word is formed from **style**? How was the stem affected by the addition of **ish**?
 - e. Write **scissors**. Remember that **scissors** is double-bladed and has a set of double letters. Underline and note particularly the combination **sc** at the beginning. Write **scissors** again.
 - f. Which adjective is related to **economy**? Write the related verb.
4.
 - a. Write **attractive**. Remove the prefix and the suffix. Form other words by prefixing **de** and **sub**. Make additional words by adding suffixes to the newly formed words.
 - b. Write **purse**. In the advertisement it is used as a noun. Find its meaning as a verb, and use the verb form in such a way as to make the meaning clear.
 - c. Use **ideal** as an adjective and as a noun. What is the corresponding verb? adverb?
 - d. Which word has only one vowel in its seven letters? Write phrases to show that this word can be used as at least two parts of speech. Form another noun by adding **er**.

5. a. Combine **twisted** and **hosiery** in one sentence.
 b. Write **hosiery** and underline the silent letter. What is the root word from which **hosiery** is formed?
 c. Which two words end in **ful**? Write the nouns from which they are derived.
6. **For girls only:** Describe the stylish costume worn by a well-dressed woman on some recent occasion.
For boys only: Describe the costume recommended by a good tailor for the well-dressed man about town.

Proof-read what you have written.

6

REVIEW THE FIRST FIVE UNITS

accommodate	athletics	tobacco	bachelor	loose
congratulated	assistant	heir	ordinary	siege
whether	scissors	piece	surprise	skilful
laboratory	wieners	hosiery	purse	ideal
colourful	diamond	formerly	recognize	stretch

Consolidate your learning of the words you have studied by reviewing them. Make sure that you follow the study steps when you study any words you may have misspelled. Refer to your personal spelling list as well as to the review words in this unit.

1. a. List all the nouns which refer to people.
 b. List all the nouns which are the names of things.
 c. List any nouns which refer to places.
2. a. Find the noun which has the root **sist**; write it. Form new words from the same root.
 b. Which word has the root **mod**? Write the word; box two prefixes and the suffix.
 c. Write **siege**. Form a verb from it, and combine the verb with one of the words from the list to make a statement.

SUGGESTIONS FOR TEACHERS, UNIT 6

Introducing the Words

It is suggested that you dictate all the words to the whole class, or to that section of it which has completed the first five units. Have pupils mark their own papers, and then check to be sure all errors have been recognized and corrected. Excuse from further teaching those pupils who spelled all the words correctly, and eliminate from the re-teaching those words which all pupils spelled correctly. You will then be left with a core of words and of pupils, so that you can concentrate on teaching only those words which require review only to those pupils who need it.

Present the words as if they were new both to you and to the pupils. It is important to retain interest through the review period, and to motivate the study of the words. Point out again the importance of correct spelling: it is a mark of the educated person; it may open the door to job opportunities, just as poor spelling may close it; knowledge of correct spelling stimulates interest in and understanding of words, their history, and their use.

Have pupils note the silent *h* and the unusual *ei* combination in *heir*. *Stretch* is a well-balanced word with a single vowel acting as the fulcrum or balancing-point for the three consonants at each end. List in one place and mark the similarity of all words containing double consonants: *accommodate* (with two pairs), *assistant*, *scissors*, *tobacco*. Have students account for the double consonants where a reasonable explanation is possible – the sign of a prefix added, a scholar's error, to keep the *a* of *tobacco* short. Draw attention to the *ie* combination in *piece*, *siege*, *wieners*. Have pupils say *diamond* and *ideal*, listening for the unstressed second vowel in each word. *Laboratory* contains *labor*. The combination *or* also appears in *bachelor*, *scissors*, *formerly*, *ordinary*. Pupils might write all these words in a column with *or* as a common factor. The *i* in *hosiery* and in *heir* is worthy of special attention, and the *s* of *surprise* is a frequent source of error. Have pupils circle the *gn* of *recognize*, distantly related as it is to *kn* of *know*. Take the suffix *ly* from *formerly* and add it to *colourful*, *skilful*, *ordinary*, *ideal*, *loose*. Here you have a grouping of words according to function; they are all adjectives that may be used to form adverbs through the addition of a suffix. The *grat* of *congratulated* is kin to the *grat* of *gratitude*. Review *athlete* with *athletics*. Examine *loose* and *purse* as examples of words that end in *se*. Give practice in using *whether* in context, orally, to make sure that the aspirate is sounded at the beginning of the word: Tell me whether you are coming, whether it is warm today, whether you have studied your spelling, whether you enjoyed the last book you read, whether you think it necessary to dress stylishly, whether you know any bachelors.

Doing the Exercises

With some classes you may need to do much of the exercise material orally at the chalkboard before assigning it for seatwork or homework. Use the exercises as teaching guides.

Ex. 1. a: assistant, heir, bachelor; b. scissors, wieners, diamond, tobacco, hosiery, purse, siege; you might include – if pupils can justify the inclusion – laboratory as a thing rather than a place, athletics, though this is a little far-fetched, surprise, stretch; c. laboratory, stretch (of land).

Ex. 2. a: assistant; assist, resist, resistance, consist, consistency, persist, persistent, exist, existence, etc.; b. accommodate; prefixes, *ac* and *com*, suffix *ate*; c. besiege; Besiege the laboratory, or even the bachelor, for that matter! d. āth-lēt'-ics or āth-lē'-tics.

Ex. 3. a: diamond; b. tobacco; c. Bachelor of Arts; d. wieners; e. hosiery.

Ex. 4. a: colourful, skilful, ideal; b. colourful, purse, surprise; c. wieners, piece, hosiery, siege; d. scissors, assistant; e. laboratory, hosiery.

Ex. 5. a: ordinary; b. heir; c. loose; d. assistant.

Ex. 6. a: Did you recognize him? b. How many guests can the hotel accommodate? c. Where would your ideal house be situated? d. Who is Lord Kildonan's heir? e. Does synthetic rubber stretch as well as natural rubber? Accept questions that might reasonably expect the answers in Ex. 6.

Ex. 7. a: laboratory; b. whether; c. congratulated; d. formerly; e. stretch.

Dictating and Re-teaching

Continue to dictate and eliminate words as they are mastered, and to excuse pupils as they master the words, until almost all the words have been learned. Between dictations, re-teach words which are causing difficulty to several pupils, and take time to help students with individual difficulties. Make sure that pupils who have made mistakes rewrite the words correctly, marking on the correct copy the points of error made in the first spelling by using coloured pencil or ink, or by circling or underlining.

The following sentences may be used as context for the words if you care to use them:

How many students can the *laboratory accommodate* under *ideal conditions*?

Students interested in *athletics* must avoid the use of *tobacco*.

We *congratulated* my *bachelor* uncle when he decided to get married.

The *siege* of the city was lifted when help arrived for the defenders.

The tailor was *skilful* in the use of his great *scissors*.

The young lad was not sure *whether* he was *heir* to the fortune.

The R.C.M.P. musical ride is a *colourful* spectacle.

The *hosiery* was guaranteed not to *stretch* out of shape.

Because my coming was a *surprise* I did not expect my new friends to *recognize* me.

The *purse* was made of *ordinary* black cloth.

Do you prefer *wieners* boiled or toasted over an open fire?

The new manager was *formerly assistant* to the head of the department.

Hold the *piece* of rope in your left hand.

The girl wore a *loose* coat over her dress.

The *diamond* sparkled in the light.

Make use of "Extra Help" and exercises "For Good Spellers" during the periods of re-dictation and re-teaching. Keep a record of particularly troublesome words and introduce them into your spelling lessons and dictation over the next several days – or weeks, if they continue to be troublesome.

EXTRA HELP

Ex. 1. a: accommodate, assistant; b. formed from idea; ideally; c. athletics, assistant, congratulated, stretch; d. extraordinary.

Ex. 2. a: tobacco, scissors (piece, as in a piece of cloth, might be accepted) or skilful, laboratory, wieners, siege or possibly heir; b. bachelor, heir; c. recognize, surprise, ordinary; d. skilful, colourful; e. piece.

Ex. 3. a: whether; b. athletics; c. diamond; d. heir, piece, purse, loose, siege, stretch; e. congratulated.

Ex. 4. a: diamond; b. piece or stretch; c. hosiery; d. congratulated; e. formerly.

Ex. 5. a: Purse your lips to form the sound. b. The philosopher has a lofty ideal of mankind. c. The stretch of meadow was green and lush. d. A surprise was awaiting me. e. My sister received her Bachelor of Science degree. – Accept anything that makes good sense.

FOR GOOD SPELLERS

Ex. 1. a: ruby, emerald, sapphire; ruby and emerald are of the same chemical composition; they differ only in colour; sapphire is usually thought of as blue, but appears in a variety of colours. Semi-precious stones are amethyst, garnet, tourmaline, spinel ruby, etc. b. pemmican, potato, moccasin, wigwam, tepee, papoose, etc.; c. cognition, cognizant, acquaintance, quaint, incognito, recognition, etc.

Ex. 2. a: frankfurters, sausages, colloquially hot dogs; b. air, e'er, ere; c. at one time, before, previously, at a prior time, etc.; d. besiege, residential, reside, sedentary, session, subside, subsidy, sedate, settle, preside, president, assiduous, residue – all from forms of Latin *sedeo*, *sessum*, sit, which became *sid* when a syllable was prefixed. Do not expect all or most of these words from a Grade 8 class.

Ex. 3. a: scientific, medical, dental, chemical, pathological, psychological, etc.; b. untie, unbind, release, free, set free, relax, undo, etc.; c. skirt, skin, ski, skate, skim, skit, skein, etc.

Ex. 4. a: racing, wrestling, discus throwing, javelin throwing, etc.; marathon; b. pentathlon, the marathon.

**MOST COMMONLY MISSPELLED WORDS APPEARING
FOR THE FIRST TIME IN BOOK 8:** accommodate, athletics,
wieners

**MOST COMMONLY MISSPELLED WORDS REPEATED
FROM EARLIER BOOKS:** diamond (7), loose (4, 5, 6), piece
(5, 6), scissors (6, 7), siege (7), surprise (5, 6), whether (5, 6)

<p>FOR TEACHERS ONLY</p>

It is interesting to note that both *wieners* and *frankfurters* derive their names from cities, *wieners* from Vienna and *frankfurters* from Frankfurt. These spiced delicacies were apparently brought to the English-speaking world by *delicatessen* – i.e., fine eating – specialists from the German-speaking countries. A great many names of foods are associated with the languages of the home lands of the people who first introduced them to experimental speakers of English. Compare *hamburger*, *cantaloupe* from the town of Cantalupo in Italy. *Chowder* is from the French word for *kettle*, *chaudière*, which in turn goes back to the word for *hot*, *chaud*. *Cole slaw*, not *cold slaw*, is what English made of Dutch *kool*, *cabbage*, and *sla*, *salad*. The French, being famous cooks, are still providing food for the menu, often unchanged from the original in spelling though not in pronunciation. *Consommé*, *bouillon*, *omelette*, *paté de foie gras*, *hors d'oeuvres* are just a few.

- d. Write **athletics** in syllables, marking the accent and the pronunciation of the vowels. Rewrite **athletics**.
3. Answer the following questions with words from the list:
- What is the hardest mineral?
 - From what plant is nicotine extracted?
 - What degree is granted to a college graduate in arts?
 - What is another name for frankfurters?
 - At what counter in a store would you buy stockings?
4. From the list write
- two adjectives formed from nouns by the addition of a suffix.
 - two words which contain the combination **ur**.
 - all the words containing the combination **ie**.
 - two words using **ss**.
 - two nouns ending in **y**.
5. What is a. a synonym for **usual**? b. a homonym for **air**? c. an antonym for **tight**? d. a synonym for **helper**?
6. Write the questions to which the following sentences are answers. In the answers, use forms of the words in bold type.
- Yes, I **recognized** him.
 - The hotel can **accommodate** fifty guests.
 - My **ideal** house would be situated on the sea-shore.
 - Lord Kildonan's **heir** is his eldest son, Ronald.
 - Synthetic rubber **stretches** as well as natural rubber.
7. Which word
- is formed from a word which means **work**?
 - begins with two letters which have the sound **hw**?
 - is the past tense of a verb?
 - has the suffix **ly**?
 - has only one vowel?
8. Compose the title of a song, a motion picture, or a book, using one or more of the words in the list.

Extra Help

1.
 - a. Write the two words which have modified forms of the prefix **ad**.
 - b. Write **ideal**. Put brackets around the noun from which it is formed. Write **ideal** again; add a suffix to make it an adverb.
 - c. Find and write all the words which contain two t's.
 - d. Write **ordinary**. Make a new word by prefacing it with **extra**.

2.
 - a. Which words are associated in your mind with the following?
smoking tailoring science campfire castle
 - b. Give the masculine forms of **spinster** and **heiress**.
 - c. Write the words from the list which have the same roots as **cognate**, **comprise**, **co-ordinate**.
 - d. Write the adjectives formed from **skill** and **colour**.
 - e. Which word from the list can be combined with **meal** and with **work** to produce compound words?

3.
 - a. Which word is sometimes used in place of **if**?
 - b. Which word is associated with sports?
 - c. Which word is the name of a precious stone?
 - d. Write all the words which have only one syllable.
 - e. Write the word which has the prefix **con**.

4. Replace the words in bold type with words from the list:
 - a. My sister's engagement ring had a single large **gem**.
 - b. A large **section** of the field was ploughed under.
 - c. We bought nylon **stockings** as a gift.
 - d. We **wished** our friend **well** on the occasion of her graduation.
 - e. **Previously** we used to attend a school in the village.

5. Use each of the words in bold type in a different sense:
 - a. The woman carried a **black purse**.
 - b. The day was **ideal** for picnicking.
 - c. Let me **stretch** my legs.

- d. Nothing about her could possibly **surprise** me.
- e. The tall blond man is my **bachelor** uncle.

For Good Spellers

1.
 - a. A **diamond** is a precious stone. Name three other precious stones which are mined. Tell something of interest about each of them.
 - b. **Tobacco** is a word of North American origin. List at least four more words which trace their origin back to North American Indian languages.
 - c. Take the root of **recognize** and find at least two other words derived from the same root. Use the dictionary or a book of word origins to help you.
2.
 - a. Find two synonyms for **wieners**. Use these words in suitable contexts.
 - b. There are at least two homonyms for **heir**. What are they?
 - c. Find and write at least three ways of expressing the idea of **formerly**.
 - d. **Residence** and **siege** are related words. List three or four more words of the same family.
3.
 - a. Modify the word **laboratory** with at least three different adjectives to indicate what kinds of laboratory there might be.
 - b. Find at least three synonyms for **loose** used as a verb. A book of synonyms or a dictionary will help you.
 - c. Without consulting a dictionary write four words which begin with **sk**. Check with the dictionary to be sure you are correct.
4.
 - a. **Athletics** is derived from Greek. Name two sports which the Greeks practised. What famous race is named after an event in Greek history?
 - b. What international sporting event is derived from a similar competition among the ancient Greeks?

SOFT C — HARD C



This unit is based on a simple spelling rule which, though it has a few exceptions, is generally applicable. Examine the words in the list and write a rule which applies to the pronunciation of **c**.

deceived	cancel	ceased	exceeding	offence
proceeded	principle	spices	capable	colonel
nuisance	entrance	crept	custom	specimen
practice	noticeable			ancestors

1. A few puzzlers

What's the word?

- Put the accent on the first syllable and it is a noun; move the accent to the second syllable and you have a verb with a completely different meaning.
- When it is spelled with a **c** as in the list, it is a noun. Spelled with an **s** it is a verb.
- Its homonym means **the chief, or most important**.
- When the prefix is changed to **per** it means **noticed or understood**.

- Write all the words in the list which have soft **c**. In each instance underline the letter which influences the sound of the soft **c**.
 - Follow the same procedure for the words which have hard **c**.
- Write three words to illustrate three different spellings of long **e**. In each case box the letters which spell the long **e** sound.
 - Write two words which contain **ice**.

SUGGESTIONS FOR TEACHERS, UNIT 7

Introducing the Words

The vowels *e* and *i* generally soften the sound of *c* to *s*; in some cases *ci* spells the sound of *sh* as in *suspicion*. At this stage classes should be thoroughly cognizant of the principle, and it should need recalling only. However, there are always youngsters who need a complete teaching job to remind them. Derive the principle from examples; do not state it and prove it by example.

All the words illustrate the use of *c* to spell the sound either of *s* or of *k*. Ex. 2.a. has pupils classify the words according to their use of *c*. *Practice* and *cancel* will appear in both columns since each provides an example of both a hard and a soft *c*.

The exercises suggest other groupings within the main group. Ex. 3.a. asks pupils to select three words that illustrate different spellings of the sound of long *e* – *deceived*, *proceeded* or *exceeding*, *ceased*, illustrating the use of *ei*, *ee*, and *ea* respectively. Make sure pupils know when to use which combination for long *e*. Except for *deceived*, in which the little tag “*i* before *e*, except after *c*” applies, there is no guide except memory. Incidentally, the second *e* in *proceeded* and *exceeding* is an intrusion, an error fossilized, since the root is identical with that of *precede*, *recede*, etc., from L. *cedo*, yield. *Cease* is from the past participle of the same Latin verb (*cessum*), and is related to *cession* in *procession* and *recession*.

Only the good student may be interested to know that *deceived* and *principle* are also derived from a common root, *capio*, *captum*, which became *cipio*, *ceptum*, when a prefix was added. The relationship is easier to see when you think of *deception* as the noun corresponding to *deceive*, which came to English through French. Compare *receive*, *receipt*, *reception*, *conceive*, *conceit*, *conception*. The first syllable of *principle* is L. *primus*, meaning first.

Capable and *noticeable* have a common suffix, *able*. Note that in *noticeable* the *e* of the stem is retained to keep *c* soft. *Principle* and these two words end in *le*, but *cancel* in *el*. Could *cancel* end in *le*? Not if the *c* is to retain the soft sound of *s*.

Nuisance and *entrance*, n., both have the suffix *ance*. Note that *entrance* is formed from the verb *enter*. If *entrance* is considered a verb and the accent falls on the second syllable, the relationship to *enter* disappears, and there is a completely different word, which only accidentally happens to have the same spelling as the noun *entrance*. *Entrance*’ is formed, of course, from *trance*, with the prefix *en*. *Crept* is the past tense of *creep*. Have pupils supply other words that undergo the same change in forming their past tense: *keep*, *sweep*, *sleep*. In *mean*, *meant*, the change is heard but not seen.

The words that end in *ce* may be taken together – *nuisance*, *practice*, *entrance*, *spices*. Remind pupils that *practice* is the noun; consolidate the form through oral practice. (A baseball practice at noon, much practice on the piano, ballet requires practice, etc.) However, be aware that generally in American usage, *practice* appears as both noun and

verb. The combination *ui* in *nuisance* should be pointed out; compare familiar words like *fruit*, *suit*. Have pupils mark silent *i* in some fashion. *Spices* is a doublet of *species*, and is a reminder of ancient times when spices were rare things, brought by caravan across two continents. *Noticeable* is also an example of *ce* at the end of the stem, and may, if you like, be considered at the same time as the other *ce* words.

Custom is not difficult since it is almost phonetic in its spelling. Note, however, the *o* of the second syllable. From *custom* have pupils form *customer* and *accustom*.

Of the extra words, *specimen* is interesting because of its relationship to *species*, and *colonel* because of its peculiar spelling. The *colonel* was originally the officer in charge of a *column*, L. *columna*. The word entered English from Spanish. The letters *l* and *r* have often been interchanged in language development; at one stage the spelling had also made the change, but the *l* was later restored in spelling though not in pronunciation.

Doing the Exercises

Exercises need not be assigned in the order in which they appear in the text. Select and assign them in accordance with your own presentation of the words in the list.

Ex. 1. a: entrance; b. practice; c. principle; d. deceived – perceived.

Ex. 2. a: deceived, proceeded, nuisance, practice, cancel, principle, entrance, noticeable, ceased, spices, exceeding; b. cancel, crept, capable, practice, custom.

Ex. 3. a: deceived, proceeded or exceeding, ceased; box *ei*, *ee*, *ea*; b. practice, noticeable, spices; c. practicable; final *e* is dropped, *c* has become hard.

Ex. 4. a: nuisance, entrance; b. fruit, suit, etc.

Ex. 5. a: proceeded, exceeding; proceeding, exceeded; b. cancellation; the final *l* is doubled; cancelled, cancelling.

Ex. 6. a: from Old Fr. *épice*; L. *species*, kind, n., which in turn came from the Latin verb *spicio*, *spectum*, look at. There were four *kinds* of spices in ancient and medieval times; after a while the word for *kind* became specialized to mean *spice*, perhaps from the question, "What kind (i.e., of spice) do you want?" Do not expect a detailed explanation. Accept from Fr. *épice*, or from L. *species*, kind. b. creep; weep, sleep; c. capability, capacity; noticeable; to keep *c* soft. Note that this word does not appear in the list. Omit the exercise if you wish.

Ex. 7. a: deceived, ceased, cancel, principle, spices, exceeding; b. entrance, custom or practice, proceeded, ceased.

FOR POOR SPELLERS

1. a. Write *deceived*. Change the prefix to *re* and *per* and write the newly-formed words. (received, perceived)

- b. Write the word that means *stopped*. What word is formed by adding the prefix *de*? Underline the letters in both words that spell the sound of long *e*. (ceased, deceased, *ea*)
 - c. Which words have the suffix *able*? Underline the stem in each word. (*noticeable* or *noticeable*, *capable*)
2. Using a word from the list ask a question about
 - a. the position of the main entrance to your school building.
 - b. how many tablespoons of spices should be used in every half-gallon of pickles.
 - c. the speed a boat is capable of attaining.
 - d. how noticeable a spot on your dress (or shirt) is.
3. Write
 - a. a sentence cancelling your subscription to a magazine you no longer want to receive.
 - b. a notice that motorists exceeding a speed of 30 miles per hour will be fined.
 - c. a sentence beginning, "It is the custom of our school to . . ."
 - d. a notice for the bulletin board announcing a basketball practice at four o'clock.
4. Write
 - a. *custom*, and an adjective formed from it by adding *ary* (customary)
 - b. *proceeded*, and the form of the verb that ends in *ing*. (proceeding)
 - c. *crept*, and the form of the verb that ends in *ing*. (creeping)
 - d. *nuisance*, and the other word in the list that has the same ending. (entrance)
5. Which word is related to a. notify; b. practical; c. species; d. enter; e. deceit? (*noticeable*, *practice*, *spices*, *entrance*, *deceived*)

FOR GOOD SPELLERS

1.
 - a. Follow the six study steps to learn the Extra Words.
 - b. Write a sentence or two explaining why it is important for us to know what our ancestors thought and did.
 - c. Ask a question about a fine specimen of an insect or plant that someone has donated to the class science corner or school museum.
 - d. Use *colonel* with a proper name in a sentence describing the visit of an army officer to a school event or ceremony.
 - e. Describe an offence against good manners of which you particularly disapprove.
2.
 - a. Write a sentence or two describing what you consider the greatest nuisance in your community. Proof-read what you have written.
 - b. In a sentence or two tell how, until relatively modern times, spices used to be brought from the Orient to Europe. (by caravan overland, by ship around Cape of Good Hope)

- c. Use the encyclopedia or other sources to find out how some common custom of today originated, and write a short paragraph about it. You may wish to choose the custom of shaking hands, or tipping the hat, or driving on the right.
3. a. It is difficult now to recognize *principle* as a compound word. It is formed from two roots, *primus*, first, as in *primary*, and the root *cap*, *cept*, take, which became *cip*, *cept*, when a prefix was added to it. *Principle*, *deceived*, and *capable* are fairly close relatives. Add a few more words to the large family with the root of *cap*, *cept*. Check your words in the dictionary. (receipt, captive, deception, conceit, etc.)
 - b. What are customs duties? (taxes levied on goods imported from foreign countries)
 - c. Write two nouns ending in *ss* and related to *proceed*, *exceed*. (process, excess)
4. a. Write another title of an army officer which, like *colonel*, has the spelling differing considerably from the sound (lieutenant)
 - b. What are two army ranks beneath that of officer? (private, corporal, sergeant, sergeant-major)
 - c. What two adjectives are related to *ancestors* in form and meaning? (ancient, ancestral) Use them in a phrase or sentence to show the difference in meaning. (e.g., An ancient castle stood on the hill. The family lived in their ancestral castle, i.e., in the castle that had belonged to their ancestors.)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: deceived

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: practice (6, 7), proceeded (7)

- c. Write **practice**. Add **able**. What additional change was made in the spelling? How did this influence the pronunciation? Find and write the meaning of the new word.
4. a. Write two words which end in **ance**. Note the two pronunciations of one of them.
b. Write **nuisance**. Circle **i**. Write another word you know which has the combination **ui** spelling long **u**.
5. a. Which two words have the root **ceed**? Interchange the endings of these two words.
b. Write **cancel**. What happens to the final **l** when you add **ation**? Add **ed** and **ing** to **cancel**.
c. A **principle** is often a **rule** of conduct. Help yourself to remember the ending of **principle** by remembering that **rule** and **principle** both end in **le**. Write **principle**. Circle **le**. Show through use that you know the meaning of **principle**.
6. a. Write **spices**. **Spices** is derived from **species** which is also one of the spelling words in this book. Use your dictionary or an encyclopedia to help you trace the story of **spices**.
b. Write **crept**. What is the present tense of **crept**? Write another common verb which has a similar formation of present and past tenses.
c. Write **capable**. What is a related noun? What other word in the list has the same ending as **capable**? Explain why the **e** is retained in the spelling of the other word.
7. a. Write the words which mean **misled**, **stopped**, **cross out**, a **general law**, **condiments**, **surpassing**.
b. Write antonyms for **exit**, **exception**, **retreated**, **commenced**.

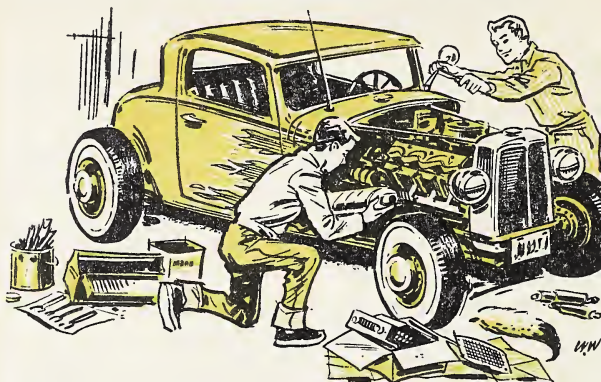
REMEMBER! Errors in spelling are sometimes careless handwriting.



ABOUT AUTOMOBILES AND DRIVING

accessories
generator
grind
gadget
maintenance
standard
clanking
equipped
guarantee
exhaust
punctured
reverse
pedestrian
mileage

accelerate
bearings
pedestal
carburetor
hangar



1. Use the illustration to supply answers to the following questions. Use at least one word from the list in every answer.
 - a. What do the boys intend to do with the **accessories** — the radio, the mirror, etc. ?
 - b. Why do you think they prefer this car to a standard model?
 - c. Will there be anything unusual about the exhaust pipes?
 - d. With what extra gadgets will the car be equipped when the boys have finished the job?
2. Answer with one word from the list:
 - a. What is a promise that a car will function properly for a certain period of time?
 - b. What word designates a person on foot?
 - c. What word means **upkeep**?
 - d. What word has the suffix **age**?
3.
 - a. Write the word which has the prefix **ac**. Of which prefix is **ac** a special form?
 - b. Write **maintenance** and the related verb. Use the dictionary to find the two words from which **maintenance** is derived.

SUGGESTIONS FOR TEACHERS, UNIT 8

Introducing the Unit

There is intrinsic interest, particularly for boys, in the subject matter of the unit. Exploit it to the full if you have a class that is interested. You may even want to use Ex. 7 first in order to motivate the spelling of the words in the list. Point out the need for writing and spelling in every occupation in today's world. The motor mechanic makes out work orders, order forms, and bills. Care in spelling is important. For example, the United States' first attempt to send an \$18,000,000 rocket to Venus was unsuccessful because a mathematician left a hyphen out of an equation.

Teaching the Words

Unlike the words of the previous unit, the words have no common spelling denominator. Their grouping is based on the topic. Nevertheless, to facilitate recall it is advisable to teach words with similar spelling elements at the same time.

Having just completed a unit on soft and hard *c*, you might logically consider words illustrating the principle of hardness and softness. *Clanking* and *punctured* follow the rule of hard *c*; *accessories* has both a soft and a hard *c*. Notice that the first *c* is hard because it is followed by a consonant (*c*); the second *c* is soft because it is followed by *e*. The letter *g* is also modified in pronunciation by *e* and *i*, although it does not behave as regularly as *c*. *Gadget* (the first *g*), *grind*, *guarantee* illustrate hard *g* followed by *a*, *r*, and *u*. *Gadget* (the second *g*), *generator*, *mileage* illustrate the use of *e* to soften *g*. Perceptive pupils may question you about *get*, *give*, *girl*, etc. These are old English words that have not responded to the French influence to produce the rule for softening *g*. In addition, when teaching the words in the list that contain *g*, have pupils mark *d* in *gadget* – it's a danger point, the *e* of the stem in *mileage*, which is both unexpected and unnecessary, and the *u* of *guarantee*. For the last, compare *u* in *guard*, p. 7.

The Latin root, *gen*, *gener*, beget, generator, is prolific, with many side branches. Have pupils find the root of *generator*, and list a few additional words having the same root – *general*, *generous*, *degenerate*, *regenerate*, *generation*, etc. *Grind* is one of a group of one-syllable words ending in *ind* with the long sound of *i* – *wind* (a watch), *rind*, *find*, *hind*, etc.

Another structural grouping might combine words with prefixes – *accessories*, *equipped*, *exhaust*, *reverse*. Have pupils underline the prefixes *ac*, *e*, *ex*, *re*, and where feasible substitute others – *recess*, *procession*, *inverse*, *adverse*. Give practice, too, in other forms of word-building which help to consolidate the learning of the word being studied – *equipment*, *exhausted*, *exhaustive*, *reversed*, *reversing*, *reversible*. Note the double *p* of *equipped*, the silent *h* of *exhaust*, *s* in *reverse*. You may want to recall *advertisement* when teaching *reverse*.

Or you may prefer to take all the verb forms together – *grind*, *clanking*, *equipped*, *guarantee* (n. or v.), *exhaust*, *punctured*, *reverse*.

Explore all the possible forms – *grinding, clanked, equipping*, etc. Good spellers will be intrigued, if they do not already know it, by the relationship between *punctured* and *punctuation*. *Pointed* is a doublet from French from the same root.

Maintenance is a compound word of which the first part meant *hand* (cf. French *main*, and English *manufacture*) and the second part from French *tenir*, to hold, L. *ten-ere*. Compare *tenant* and *lieutenant* with average to good classes.

A *pedestrian* is a foot man, from L. *ped*, foot. Compare *pedal, pedestal, pedometer*.

In *standard* note the suffix *ard*. The stem, of course, is *stand*, and a *standard* in one of its senses is still an upright or standing post, something that stands. From that meaning it is not difficult to see how a *standard* could become a measuring rod, a measure by which other things are judged. Other words having the same suffix are *placard, drunkard, sluggard*. Pupils may be able to supply additional examples.

The Extra Words are presented in the appropriate section for the good spellers.

Doing the Exercises

Ex. 1. The widest variety of answers should be accepted, provided that words from the list appear in the sentences or phrases.

Ex. 2. a: guarantee; b. pedestrian; c. maintenance; d. mileage.

Ex. 3. a: accessories, *ad*; b. maintain, from Fr. *main*, L. *manus*, hand; Fr. *tenir*, L. *teneo, tenere*, hold. Accept either the French or Latin roots.

Ex. 4. a: pedestrian; b. reverse, clanking; c. exhaust; d. accessories; e. the mileage.

Ex. 5. a: equipped; b. gadget; c. guarantee; d. grind; e. punctured.

Ex. 6. a: generator; b. punctuation, punctual, unpunctual, punctuate; from *punctus*, point or dot. Punctuation consists of points or dots; to punctuate is to produce pauses or holes in the conversation; to be punctual is to be "on the dot". c. grind.

You may or may not wish to use Ex. 7. As suggested above, with some classes it may be used as motivation to prove the need for the spelling of the words in the list. Or it may become the culminating activity of the unit, applying what has been learned.

Dictating and Re-teaching

If you used Ex. 7 for motivation, you may want to use one of the stories written by a pupil for dictation, at least some time during the course of teaching the unit. In any event, be sure to supply context for the dictation. Remind pupils to follow the study steps in their own study of the words.

During the re-teaching try to present the words in a fashion different from the original teaching. If you used the structural similarities in the first grouping, stress meaning and origin the second time, and vice versa.

FOR POOR SPELLERS

1. Which word
 - a. has *gu* where you might expect only *g*? (guarantee)
 - b. uses *dg* to spell the sound of *j*? (gadget)
 - c. has silent *h*? (exhaust)
 - d. appears in the plural? (accessories)
2.
 - a. List all the words that have soft *g*. (generator, gadget, mileage)
 - b. List all the words that have hard *g*. (grind, gadget, guarantee)
 - c. Write the two words that have the sound of long *i*. (grind, mileage)
 - d. Which two words have three consonants together? (punctured, pedestrian)
 - e. In which words does the sound imitate the meaning? (grind, clanking)
3.
 - a. Write the words in which you can find the same roots as in the following: process, lieutenant, punctuation, diversity, pedal. (accessories, maintenance, punctured, reverse, pedestrian)
 - b. Write *standard* after the number of each of the following that you would consider standard equipment on a car: (i) tires, (ii) windshield wipers, (iii) turn-indicators, (iv) radio. (i, ii, iii)
 - c. Write the words which contain these small words: *mile*, *stand*, *verse*, *quip*. (mileage, standard, reverse, equipped)
 - d. Write all the words in which the accent falls on the second syllable. (accessories, equipped, exhaust, reverse, pedestrian)
4. Use a word from the list in every answer:
 - a. With what accessories is the car in the illustration on p. 24 already equipped?
 - b. What part of the car maintains the electric power needed to operate it? (generator)
 - c. If a tire goes flat, what might you suspect had happened? (punctured)
 - d. What is expelled through the tail pipe of the car? (exhaust)
 - e. To protect yourself against possible flaws, what should you be sure to get when you buy new tires? (guarantee)

FOR GOOD SPELLERS

1.
 - a. Which of the Extra Words is related in origin to one of the words in the regular list? (pedestal) Explain the relationship. (from L. *ped*, foot; pedestrian – one who travels on foot; pedestal – the footing on which a statue rests)
 - b. Write *accelerate*. What is a related noun ending in *ion*? in *ity*? (acceleration, celerity) Use your dictionary to find the common root (L. *celer*, fast)

- c. Write *bearings*. Use the word to illustrate two distinctly different meanings. (i.e., The sailor took his bearings. The ball-bearings in the motor were wearing out.)
2. a. Write *carburetor*. Note the *or* suffix indicating an agent by which something is done. Write two more nouns, names of things, not people, that use the same suffix for the same reason. (motor, generator, rotor, etc.)
b. Write *hangar*. What is normally stored in a hangar? (air-planes) Name another shelter for vehicles. (garage, car barn, boat-house)
3. a. List three words which, like *grind*, have long *i* followed by *nd*. (hind, mind, wind, rind, find, bind, kind, etc.)
b. Find the root of *generator* by dropping the suffix or suffixes. Write at least two words having the same root. (general, generous, degenerate, congenial, etc.)
c. Name three or four objects that you would consider gadgets. (Accept a wide range of answers.)
4. a. Define the word that is formed by adding *ive* to *exhaust*. (exhaustive. Accept any definition that shows understanding.)
b. Define the adjective formed by substituting *ible* for *ories* in *accessories*. (able to be reached; open to influence)
c. By using the word in a sentence, show the meaning of the noun formed from *equip* by adding *age*.
5. a. Write an advertisement offering for sale the car in the illustration on p. 24.
b. Reply to the advertisement, using the correct form of a business letter.

**MOST COMMONLY MISSPELLED WORD REPEATED
FROM AN EARLIER BOOK:** equipped (7)

4. Rewrite the following sentences, substituting words from the list for the words in bold type:

- a. The **man who was walking** unintentionally collided with a bicycle.
- b. As the driver tried to **back up**, he heard a **metallic noise** at the rear of the car.
- c. If the motor runs too long, it will **use up** the supply of gasoline.
- d. The cost of all the **extra fittings** is prohibitive.
- e. Tell me **how far the car has travelled**.

5. Write the word which

- a. doubles the last letter before adding **ed**.
- b. has the letter combination **dg**.
- c. has the letter combination **gu** although the **u** is unnecessary.
- d. has only one vowel.
- e. has the same root as **punctuation**.

6. a. Which word ends in **tor**? What letter precedes the suffix? Underline the preceding vowel.

b. Write **punctured**. From the root **punctu** form two other words. Explain their relationship in meaning.

c. Write the word which means **to rub gratingly on**.

7. Write a brief account of the two boys in the picture on p. 24. Explain how they obtained the car, and what they plan to do with it. OR ... Describe an automobile accident which you witnessed or in which you were involved. In the accident tell how a pedestrian was injured as a result of his carelessness or that of the driver.

PROOF-READ CAREFULLY. CHECK SENTENCE STRUCTURE, SPELLING, AND PUNCTUATION.

THE NEGATIVE IDEA

UN DIS IN

unconscious dissatisfied independent

Examine these three words. What effect do the prefixes **un**, **dis**, and **in** have on the words to which they are attached?

As you meet other words with these prefixes, decide for yourself whether the effect of these prefixes is always negative. Use the dictionary to help you decide whether the prefix is negative in the following words: **inspire**, **disseminate**, **untidy**.

independent	dissatisfied	capable	disguised
appropriate	successful	popular	obedient
unconscious	conquered	correct	familiar
interesting	acquainted	delicate	disgrace

- Write three words which have a negative prefix. Underline the stem once and the prefix twice.
 - Write adverbial forms for two of these words.
- In a column write **acquainted**, **familiar**, **disguised**. Opposite each word write its negative form. Make sure that you use the appropriate prefix. Box the prefix.
 - Similarly write **capable**, **correct**, and **delicate**. Opposite each word write its negative form. Box the prefix.
 - Follow the same procedure with **obedient**.
 - Write the remaining words of the list in a column. Form antonyms by adding or dropping a prefix.
 - Which prefix is still in common use to make negative forms of nouns and adjectives?
- Rewrite the following statements, making them affirmative in meaning by dropping the prefixes of the words in bold type:
 - Mrs. Black wrote a most **inappropriate** reply to the letter.
 - Our bank manager is a very **unsuccessful** golfer.

SUGGESTIONS FOR TEACHERS, UNIT 9

Teaching the Words

Select from the information supplied here the material you believe appropriate for your class and your teaching.

The words in the units either carry negative prefixes *un*, *dis*, *in*, or may be made negative by the addition of these prefixes.

Let pupils make the generalization for themselves by giving them examples of words like *unconscious*, *untidy*, *ungraceful*, *unfaithful*. The effect of *un*, it is quite clear, is to give a negative meaning to the sense of the stem – not conscious, not tidy, not graceful, not faithful. Have pupils add to the list, supplying other words which follow the same pattern – *unpopular*, *unpleasant*, *unemployed*, etc. Follow a similar procedure for *dis* and *in* – *dissatisfied*, *dissimilar*, *displeased*; *inappropriate*, *inaccurate*, *insecure*, etc. It will become apparent almost immediately when pupils begin to supply examples that the negative sense of *dis* and *in* is not so universal as that of *un*; or the negative sense has been lost in the development of the words. In *disguised* the negative sense is somewhat difficult to detect. *Dis* has meanings other than the negative one – asunder, away, apart or between, one by one, utterly. Similarly *in* has at least three uses as a prefix – the negative one illustrated in the unit, one that means *in* or *into*, and an intensive use. However, for purposes of this unit, set aside examples of *dis* and *in* used in other than the negative sense. *In*, like *un*, is a living prefix in its negative sense, and is still being used to form negative words.

In discussing the words with your class you will want to stress other aspects of their spelling. *Independent*, for example, has three *e*'s. Like *obedient* it has the suffix *ent*. Good students will appreciate knowing *obedience*, the French doublet from *obey*; *obedience* is taken directly from Latin. Some pupils will recognize in *successful* the root of *accessories* (Unit 8). *Appropriate* and *approached* are blood (or radical!) brothers, both from L. *prope*, near. *Capable* is repeated from Unit 7; from it have pupils form *incapable*. *Correct* belongs to a large family, with the root *rect*, right (*right* is cognate) – *rectangle*, *rectify*, *direct*, *erect*. Note that in *familiar* the *y* of *family* becomes *i* before the suffix *ar*. The same ending appears in *popular*. *Acquainted* and *appropriate* share the same prefix in slightly different forms. Good students may remind you of the kinship between *acquainted* and *recognize* (Unit 3). The double *s* of *dissatisfied* arises from the juxtaposition of the final *s* of the prefix *dis* and the first letter of the stem. Both *s*'s are more likely to appear in the spelling if pupils know why they are there. The *satis* of the compound word is Latin meaning *enough*, and *fied* (*fy*) is what is left of L. *fectum*, French *fait*, a worn-down word that is now freely used as a suffix to form all sorts of new words. *Fy* maintains its full meaning of *make*, although its letters have worn away. Compare *dignify*, make worthy; *magnify*, make big; *petrify*, make into stone, etc.

Interesting has added *ing* to what was once the third person singular of a Latin verb, *interest*, *inter* meaning between or among, *est*, he

or it is. Attention should be drawn to the two pronunciations of this word, the British with the accent on the first syllable, a common American and Canadian pronunciation with another accent on *est*. The first is preferred in Canada.

The root of *unconscious* – subtract both prefixes and the suffix *ous* – gives rise to words like *science*, *scientific*, *conscientious*, etc. It means *know*. *Delicate* and *delicious* (note *ci* pronounced *sh*) are close in origin and meaning. Have pupils take note of the *i* of the root, and the suffix *ate* which also appears in *appropriate*. In *conquered* and *unconscious* the common prefix *con* should be found and underlined. Note also *qu* in *conquered*.

Doing the Exercises

Ex. 1. a: any of the words with the prefixes *un*, *dis*, *in*, except *disguised*; b. independently, unconsciously.

Ex. 2. a: unacquainted, unfamiliar, undisguised; prefix *un*; b. incapable, incorrect, indelicate; prefix *in*; c. disobedient, prefix *dis*; d. inappropriate, conscious, uninteresting, satisfied, unsuccessful, unconquered, unpopular; e. *un*, sometimes *in*.

Ex. 3. a: appropriate; b. successful; c. correct; d. conscious; e. capable.

Ex. 4. a: root *sci*; science, scientific, conscience, conscientious, etc.; b. capacity; capable – able to do something; capacity – ability to do something, ability to hold (a quantity of something); c. root *pend*; suspend; d. family, familiarity.

Ex. 5. a: population, popularity; b. delicately; c. disguise; d. prefix *cor* (*con*), root, *rect*; direct, erect, rectangle, etc.; e. conqueror; f. interest, uninterested.

Ex. 6. a: inappropriate; b. appropriate; c. inappropriate.

Dictating and Re-teaching

The following sentences might be used for dictation or as context for the words:

Children should learn to be *independent*. The remark was *appropriate* for the time and place. The drug made the dog *unconscious*. We attended an *interesting* lecture. The teacher was *dissatisfied* with our marks. He was *successful* in his spelling test. Science has almost *conquered* disease. I am not *acquainted* with your family. Who is *capable* of such a deed? The boy was *popular* with the students. *Correct* your spelling paper. The lace was very *delicate*. The man came *disguised* as a clown. The circus elephant had learned to be *obedient*. Who is *familiar* with the book?

In re-teaching you may want to use some of the material given in the section on "Teaching the Words" which you did not use in the original presentation. You might group words according to suffixes – *independent* and *obedient*; *disguised*, *dissatisfied*, *conquered* and *acquainted*; *familiar* and *popular*; *unconscious*, *interesting*, *capable*. Have pupils notice the insertion of *u* in *disguised* to keep *g* hard. Pupils may set up lists of words having similar endings, using either the word list at the back of the speller, or their reading and speaking vocabulary.

FOR POOR SPELLERS

1. Write a word from the list that
 - a. uses *in* in a negative sense. (independent)
 - b. uses *un* in a negative sense. (unconscious)
 - c. has the suffix *ful*. (successful)
 - d. has the suffix *ous*. (unconscious)
2. Write the words that
 - a. have the suffix *ent*. (obedient, independent)
 - b. have the suffix *ate*. (appropriate or delicate)
 - c. end in *ed*. (dissatisfied, acquainted, disguised, conquered)
 - d. have the suffix *ar*. (familiar, popular)
 - e. have the combination *ss*. (dissatisfied, successful)
3.
 - a. Which words have the same roots as rectangle, query, capability, satisfactory? (correct, conquered, capable, dissatisfied)
 - b. Which words are related in origin to proprietor, disobey, pendulum, delicatessen? (appropriate, obedient, independent, delicate) Underline the part of each word that shows the relationship.
 - c. Write the following words and the nouns related to them: correct, interesting, obedient, conquered. (correction, interest, obedience, conquest or conqueror)
4. Write a word from the list that
 - a. uses *u* to keep *g* hard. (disguised)
 - b. changes the last letter of the prefix to match the first letter of the stem. (correct, successful, appropriate)
 - c. has two prefixes. Underline them. (*in*dependent, *un*conscious)
5.
 - a. Use a different adjective from the list to modify each of the following nouns: achievement, assistant, advertisement, accessories, custom. (Accept any reasonable combination.)
 - b. In a sentence use *familiar* to modify *greeting*.
 - c. Write an exclamation in which *delicate* modifies *lace*.

FOR GOOD SPELLERS

1.
 - a. Write *disgrace*. Remove the prefix and form two adjectives by adding suffixes. (graceful, gracious)
 - b. Make the adjectives negative in meaning by adding prefixes. (ungraceful, ungracious)
 - c. Define *ungraceful* and *disgraceful*. Illustrate the meanings of the adjectives by using them with nouns. (e.g., an ungraceful dancer; a disgraceful remark)
2.
 - a. The root of *correct* means *right*. Remembering that *gh* was once pronounced, note the similarity between *right* and *correct*. Write at least two words with the same root as *correct*, and two with the root *right*. (rectify, rectitude, rectangular, etc.; rightful, righteous, unrighteous)

- b. The root of *appropriate* is originally *prope*, near, from which in Latin there was formed the adjective *proprius* meaning *proper*. Anything *appropriate* is *proper* for the occasion, and so belongs to it. Remembering this, write at least two words with the same root as *appropriate*, and explain the connection in meaning. (proprietor, property, expropriate, expropriation, propriety)
 - c. Write two meanings for *interest* used as a noun. (money earned on loans; concern for something or someone)
3.
 - a. The root of *independent* is *pend*, hang. Write two or three words with the same root which still retain some of the sense of the original. (pendant, pendulum, pendulous, depend)
 - b. Write at least three words in which the prefix *in* (or *im*) is used in the sense of *in* or *into*. (inspire, invade, induct, immigrate, etc.)
 - c. Write at least three additional words in which *in* (or *im*) has a negative sense. (ingratitude, inadequate, immoral, immortal, indirect, insufficient, etc.)
 - d. Write at least three additional words in which *dis* is used in a negative sense. (dishonoured, disabled, disavow, distasteful, etc.)
 - e. Write at least three additional words in which *un* is used in a negative sense. (uncover, unemployed, unsettled, unfulfilled, etc.)
4. Use each of the following pairs of words to show a difference in meaning:
 - a. uninterested and disinterested,
 - b. unqualified and disqualified,
 - c. dishonoured and unhonoured,
 - d. dissatisfied and unsatisfied.
5. Write at least three words in which
 - a. the prefix *con* or *com* has become *cor*. (correlated, corrugate, corrupt, etc.)
 - b. the prefix *in* has become *im*. (immigrate, immense, immeasurable, etc.)
 - c. *ar* is used as an adjective ending. (regular, rectangular, angular, insular, polar, solar, stellar, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: disguised, unconscious

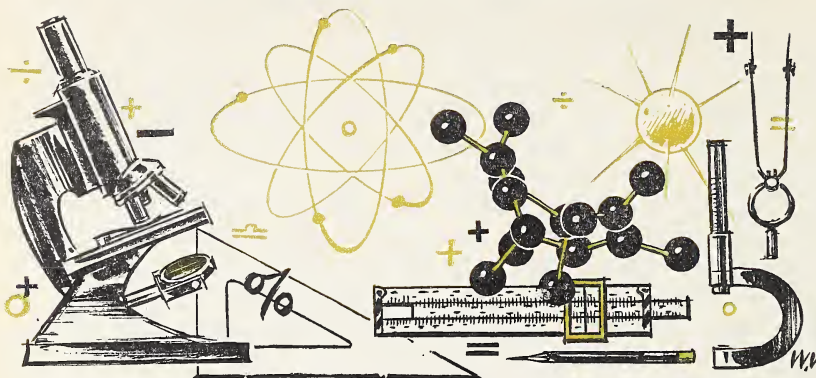
MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: acquainted (6, 7), conquered (7), independent (7), interesting (5, 6), successful (7).

- c. Every answer on the examination paper was **incorrect**.
 - d. The girl was **unconscious** of having spoken rudely.
 - e. The soldier was **incapable** of this act of courage.
4. a. The root of **unconscious** can be obtained by removing two prefixes and the suffix **ous**. Write **unconscious** and circle the root. The root is derived from the Latin word for **know**. Write two other words having the same root.
- b. Write **capable**. Remove the suffix, and form a noun by adding **acity**. Explain how the noun and the adjective are related in meaning.
- c. Write **independent**. Remove two prefixes and the suffix **ent** to find the root. Box the root. Form another word from this root by adding the prefix **sus**.
- d. What is a noun related to **familiar**?
5. Write
- a. a noun derived from the same root as **popular**.
 - b. an adverb which can be formed from **delicate**.
 - c. the noun form of **disguised**.
 - d. the prefix and the root of **correct**, and another word using the same root.
 - e. **conquered**, and the noun meaning **one who conquers**.
 - f. **interesting**, the related noun, and the word which means **not interested**.
6. Indicate by writing **appropriate** or **inappropriate** after the number whether you consider the following to be appropriate or inappropriate to the occasion.
- a. the greeting "Hi!" when you are introduced to an older person.
 - b. a thank-you note after attending a party.
 - c. wearing formal clothes to a wiener roast.

REMEMBER: The six steps on page 5 will help you learn to spell new words correctly.



THE SCIENTIFIC APPROACH



altitude	persevere	acids	diameter	cellulose
twelfth	fourth	ounce	patience	alcohol
column	quantity	flame	conclusion	uranium
nuclear	sulphur			dimensions

This unit contains words which are useful in writing about science and mathematics. You will notice how many of these words are derived from Latin and Greek, languages to which scientists and mathematicians still refer when they need new words for new ideas and new substances.

The names of the numbers, however, go back farther in history to an ancestral language from which most of the European languages, including Latin and Greek, are descended. Twelve is two left after ten; twelfth is, of course, an ordinal numeral.

1. a. Write **diameter**. This compound word is made up of **dia** (Gr.), **across**, and **meter**, **measure**. Explain how the derivation is related to the English meaning of **diameter**.
- b. Write two additional words containing **dia** with the meaning **across**. Check the words in the dictionary to be sure you are correct.
- c. Write **altitude**. The suffix **tude** is a Latin suffix indicating

SUGGESTIONS FOR TEACHERS, UNIT 10

Teaching the Words

Since spelling has meaning only in the context of useful written work, you may wish to introduce these words not as a unit of spelling but in the context of mathematics or science. In any event, make sure that pupils think of them in that context; check incorrect spelling, and give credit – and praise – for correct spelling in all subjects. Be so familiar with the words in the unit that you can refer to them when they are met elsewhere in class studies or reading. Make opportunities for using them outside the spelling lesson. Do make use of the science or mathematics period or the relationship of the words to science or mathematics to introduce the unit, if you teach the words as a unit.

Teaching the Words

In this unit you may be well advised to dictate the words before the first teaching since many pupils may be able to spell most of them.

Twelfth and *fourth* are ordinal numerals, ending like most of the ordinals in *th*. Draw attention to the change of *ve* to *f* in *twelfth*, really a result of greater ease of pronunciation; let pupils try *v* instead of *f* and feel how difficult it is to say. The same phenomenon occurs in *five* – *fifth*. By this time most students will know that *twelve* is *two left*, i.e., over after ten. *Fourth* would be straightforward if it were not for the intrusion of *forty*. Because of the omission of *u* in *forty*, do not mention *forty* unless it is brought forward by your pupils. Derive *fourth* from *four*.

Give pupils opportunities to use *diameter* and *altitude* in measuring situations. Find the diameters of circles, and have pupils write the statements: Diameter = . Have them measure the altitudes of triangles, and write the statements: Altitude = . With *ounce* remind pupils of the abbreviation for the plural – *oz*. The *z* in this case is the result of a manuscript abbreviation and does not stand for *z* at all. Latin *uncia*, one-twelfth of a foot or pound (Troy weight) gave birth to both *ounce* and *inch*. *Ounce*, *patience*, *acids*, are all examples of soft *c*; *nuclear*, *column*, and *conclusion*, of hard *c*. *Column* is one of a small group of words ending in *mn*, many of them Latin roots. Compare for good spellers *colonel*, the leader of a *column* of men (Unit 8). Have pupils circle, box, or underline the *mn*, and notice that the *n* is sounded in the adjective *columnar*. *Nuclear* is the adjective from *nucleus*, a Latin diminutive for *nux*, nut. In spelling *quantity* there is a tendency for poor spellers to leave out *it*. Sometimes, even as late as the eighth grade, poor writers or spellers confuse *qu* and *gu*.

Sulphur: the last syllable is an occasional source of trouble. Draw attention to *ph* for the sound of *f*, having pupils supply examples of other words in which it occurs – *telephone*, *elephant*, etc.; have pupils circle *ur*. If they think of *sulphuric acid*, the *u* no longer causes trouble, since in the adjective the *u* has its long phonetic value. *Persevere* may be difficult until pupils learn to say it slowly and correctly, giving

voice to every syllable – *per-sev-ere*. There is a tendency to insert *r* in the second syllable. *Flame* is quite simple, and requires little time spent on it.

Doing the Exercises

Ex. 1. a: The diameter is the “cross” measurement of the circle. b. diametrical, diagonal, dialogue, diaper, etc., but not di|ary from *L. dies*, day; c. magnitude, latitude, longitude.

Ex. 2. a: twelfth, fourth; one-twelfth, one-fourth; b. quality; c. persevere, conclusion; the prefixes *per* and *con*; conclude; d. per-severe, or whatever your dictionary suggests; perseverance.

Ex. 3. a: column; b. ounce; c. nuclear; d. acids; e. sulphur; f. flame.

Ex. 4. a: (i) patience, (ii) altitude, (iii) persevere; b. acids, ounce, patience; c. fourth, twelfth; d. nuclear.

Dictating and Re-teaching

It is suggested that in re-teaching you concentrate on the less familiar words like *persevere* and *nuclear*, unless your class has shown the need for concentrated remedial teaching of familiar words like *twelfth* and *fourth* and *ounce*.

For your convenience you may wish to use the following sentences as context:

The *altitude* of the triangle was the same as the *diameter* of the circle.

We used an *ounce* of each of the *acids* in the experiment.

Add the *column* of figures carefully.

We held a small *quantity* of *sulphur* in the *flame* of the Bunsen burner.

The dedicated scientist must *persevere* in his experiments and have endless *patience*.

Only after long experimentation did the scientist reach this *conclusion*. He had selected the *fourth* and the *twelfth* experiments for closer study.

Experiments in *nuclear* fission are still continuing.

FOR POOR SPELLERS

1. From the list write

- a. the noun related to the verb *conclude*. (conclusion)
- b. the adjective derived from *nucleus*. (nuclear)
- c. the verb from which *perseverance* is derived. (persevere)

2. Answer with a word from the list:

- a. What measurement equals twice the radius of a circle? (diameter)
- b. What measurement is equal to twice the area divided by the base of a triangle? (altitude)
- c. What part of a foot is an inch? (twelfth)
- d. What part of a gallon is a quart? (fourth)

3. a. Indicate by writing *patience* after the numbers, which of the following in your opinion require patience:
 (i) doing fine embroidery, (ii) looking after a baby, (iii) playing tennis, (iv) practising weight-lifting. (i, ii, iv)
 b. Write three words which have the sound of *f*. Circle the letters that spell the sound of *f*. (flame, twelfth, sulphur or fourth – any three)
4. Which word in the list
 a. appears in the plural? (acids)
 b. would form its plural in *ies*? (quantity)
 c. ends with a silent consonant? (column)
 d. has only one vowel and six consonants? (twelfth)
 e. has four *e*'s and no other vowel? (persevere)
5. Use a word from the list or some form of it in your answers:
 a. Which is larger, a gram or an ounce? (ounce)
 b. What darts forth from the surface of the sun? (flame, flaming gases, etc.)
 c. What might burn holes in cloth? (flames, acids)
 d. In measuring rainfall what is more important, quality or quantity? (quantity)
 e. In the proverb, what is said to be more important than a pound of cure? (an ounce of prevention)
6. Use the italicized word in each:
 a. Ask a question about a *nuclear* device.
 b. Write a statement about the *diameter* of the earth.
 c. Make up a motto using the word *persevere*.
 d. Describe a *column* of soldiers marching down the road.

FOR GOOD SPELLERS

1. Find the answers among the Extra Words:
 a. What is used as a fuel? (alcohol)
 b. What mineral is used for atomic fission? (uranium)
 c. What word means *measurements*? (dimensions)
 d. What is vegetable matter used for manufacturing textiles? (cellulose)
2. a. Name two measurements of a circle besides the diameter. (radius, circumference)
 b. Use *latitude* and *longitude* to indicate their meaning.
 c. Define the words formed by replacing the prefix of *conclusion* by *in* and *ex*.
 d. Name one or two acids in common household use. (tartaric, citric, acetic, etc.)
3. a. Use *nucleus* in a figurative sense to mean the core or centre. (e.g., the nucleus of the argument or the club)
 b. Form an adjective from *column*. (columnar) Use the adjective to show its meaning.

- c. By using *column* illustrate three distinct meanings. (a column of figures, a column of soldiers, the column of a building)
 - d. Name two geographical terms ending in *tude* like *altitude*. (latitude, longitude)
- 4.
- a. Name two or three objects that produce heat or light with a flame. (a campfire, a torch, an open fireplace, a candle, lantern, etc.)
 - b. The *alt* of *altitude* means *high*. What musical term has the same root but has changed its meaning completely? (alto – once a high male voice, now generally a low female voice)
 - c. List three or four words which, like *uranium*, end in *ium*. (radium, sodium, helium, etc.)
 - d. Write two or three words ending in *sion* pronounced as in *conclusion*. (illusion, inclusion, vision, division, etc.)
- 5.
- a. Write three or four abstract nouns which, like *quantity*, end in *ity*. (quality, entity, ability, fidelity, civility, etc.)
 - b. Write three or four nouns which, like *patience*, end in *ence*. (absence, residence, difference, eminence, prominence, reference, etc.)
 - c. Write three or four nouns of more than one syllable which, like *perseverance*, end in *ance*. (distance, assistance, maintenance, entrance, remittance, etc.)
 - d. Form two or three words from the stem of *conclusion*. Note that one form of the stem is *clud*, as in *conclude*. (include, inclusion, exclude, exclusion, inclusive, conclusive, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: patience, quantity

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: fourth (4, 5), twelfth (5, 6)

a noun. Underline the suffix. Write two other English words which have the same suffix.

d. Use **altitude** as the object of a sentence about a pyramid.

2. a. Write the two ordinal numerals to be found in the list. Write in words the fractions which indicate (i) what part of a foot an inch is, and (ii) 25 per cent.

b. Write **quantity**. This word tells **how much**. Write a similar word which tells **what kind**.

c. Which two words in the list have commonly used prefixes? Underline the prefixes. Write the verb related to the word which is a noun.

d. Write **persevere**. Pronounce the word carefully but silently. Mark the syllables. Rewrite **persevere**. Form a noun by using the suffix **ance**.

3. Answer the following questions by using at least one word from the list:

a. What name is given to a vertical set of figures?

b. What is one-sixteenth of a pound?

c. What adjective means **pertaining to the nucleus**?

d. What substances are sour?

e. What element is pale yellow in colour?

f. What consumes oxygen?

4. a. Match words to these meanings

(i) calm endurance, (ii) height, (iii) persist.

b. Write the words which have soft **c**.

c. Write the words which end in **th**.

d. Which word has the suffix **ar**?

5. a. Use **patience** and **persevere** in the same sentence to show the relationship in meaning between them.

b. Use either **fourth** or **twelfth** in a sentence with **column** to tell about something related to arithmetic; to tell about something concerning a building.

Remember to keep your personal spelling list up to date. It might contain some scientific and mathematical words.

BORROWED AND NOT RETURNED



credit	interior	role	silent	silence
veto	amateur	superior	monitor	volume
bureau	agent	restaurant	souvenir	
premium	liquor	fatigue	reservoir	saliva

English has borrowed liberally from almost every known language, living or dead. It is most heavily in debt to French and to Latin. In fact, often it is difficult to know whether a specific word has come into English directly from Latin, or indirectly by way of French. The words in this unit have been taken over unchanged from one or the other of these two languages.

- Write **credit**. Refer to the dictionary if necessary to help you use **credit** as a noun, a verb, and an adjective.
 - Write **credit** again. Then write the words which mean the opposite of **credit** as it is used in each of these sentences:
I have a **credit** balance at the bank.
The man bought the car on **credit**.
- Write **interior** and **superior**. From what language are these words derived? Show that they can be used as nouns and as adjectives. Write **interior** and **superior** again. Underline the parts of the words which are the same.

SUGGESTIONS FOR TEACHERS, UNIT 11

Introducing the Unit

One of the most fascinating things about English is that it has borrowed words from almost every known language, living or dead. Sometimes it has adapted the words substantially. Sometimes it has retained a foreign spelling but changed the pronunciation. Sometimes it has retained the spelling and even made an attempt to retain the pronunciation.

When words are borrowed they often lose their original designation as parts of speech. For example, *veto*, now either a noun or verb, was in Latin the first person singular of a verb and meant *I forbid*; *souvenir* was the infinitive of a French verb, and meant *to remember*. Students will add to the list words easily recognizable as borrowings, some older, some very recent, like *sputnik*.

Teaching the Words

Very often words show their foreign origin by unusual combinations of letters. *Bureau* and *amateur* are easily recognized as French by the *eau* of one and the *eur* of the other. Similar words are *chateau*, *plateau*, *tableau*; *entrepreneur*, *raconteur*, *seigneur*, *fleur-de-lys*. *Interior* and *superior* show by their *ior* ending that they are the comparative forms of Latin adjectives; your class should be able to add to the category *inferior*, *exterior*, and perhaps *anterior* and *ulterior*. Note that the roots *super* and *inter* (Latin prepositions as well) appear as prefixes in other words and phrases; *superintendent* and *interesting* are in the word list (pp. 56 and 26). Both *inter* and *super* are still live prefixes; witness words like *interracial* and *superman*. *Credit* is from L. *creditum*, trusted, believed. Related are *creditable*, *incredible*, *credulous*, *incredulous*. *Agent* and *silent* are from the present participle forms of the verb *ago*, I do, I act, and *sileo*, I am silent. The verb *ago*, *actum* has provided English with many words both from its simple original stem, and through compounding or the addition of prefix: *agent*, *agitate*, *act*, *active*, *react*, *enact*, etc. Draw attention to soft *g* followed by *e*, and the *ce* ending of *silence*. *Monitor*, literally one who gives warning, so one who keeps watch, is from L. *moneo*, *monitum*, warn. From the same root are *admonitory*, *admonish*, *admonition*, *premonition*, etc. (As a point of interest notice how in *admonish*, a back formation from *admonition*, the spelling has followed the pronunciation to produce *ish*.) *Role* has been taken directly from the French, and is still often written in English with the circumflex accent, like this: rôle. *Volume* comes through French from L. *volumen*, *voluminis*, a roll, a reminder that the early books were rolls of parchment or paper before they were bound in leaves as at present.

One goes to a *restaurant* to restore oneself. Like so many words about food and eating, *restaurant* is French. It is from the same root as, and is related in meaning to, *store* and *restore*. Have pupils note the combination *aur* and the suffix *ant*.

Souvenir, a memento, has been commented on in the first section. Pupils who have had some French, and even those who have not, should remember that *ou* has the French pronunciation $\overline{o}\overline{o}$ and *i* the French pronunciation \overline{e} . *Venir* is the French infinitive, to come; *souvenir*, to remember. Perhaps your students can produce other English words usually also derived from French in which *ou* says $\overline{o}\overline{o}$, and *i* says \overline{e} : *soup*, *croup*, *coupé*, etc.; *machine*, *antique*, *clique*, *chic*, *fatigue*, etc.

To help pupils become more aware of words, and to extend their vocabulary, with some classes you might set up a foreign word list in which you could differentiate between words which are fully accepted as English words, like *amateur* and *souvenir*, and other words which are still foreign in appearance and cause difficulty in pronunciation, like *pâté de foie gras*, and *hors d'oeuvres*.

Doing the Exercises

Ex. 1. a: noun – The man asked the bank for credit. v. – Do not credit his statement. adjective – He had a credit balance at the bank. b. debit; for cash.

Ex. 2. a: Latin; the interior of the room, my superior in rank (n); an interior room, a superior officer (adj.); b. one who cultivates something as a pastime rather than for money; he does something for *love*, or because he *likes* it, not for pay; c. silent, adj., silence, n.

Ex. 3. a: bureau; a chest for storing articles, an office or department, often a government department – accept any definition which shows an understanding of the meaning. b. *souvenir*; c. (i) veto, (ii) role, (iii) volume.

Ex. 4. a: amateur, agent, superior, monitor (sometimes); b. monitor; c. interior, superior; d. amateur; credit; veto; monitor or credit or silence; *souvenir*.

Ex. 5. a: credit, silence; b. role (roll); c. creditor, one to whom money is owed; creditable, worth; d. admonition, advice or warning; both words are derived from L. *moneo*, *monitum*, warn.

Ex. 6: Check the advertisements for economy of words and clarity of meaning as well as correct spelling.

Dictating and Re-teaching

Make sure of your own pronunciation of words like *amateur* by consulting the dictionary. Re-teach only words that pupils have misspelled. After each dictation excuse pupils who can spell all words correctly. However, have all members of the class write the final dictation. Assign the Extra Words to good spellers to study on their own during released time.

FOR POOR SPELLERS

1. Write
 - a. the noun and adjective that are related. (silent, silence)
 - b. the words that end in *or*. Write again those that are adjectives. (monitor, interior, superior; interior, superior)

- c. the words that end with a vowel sound. (bureau, veto)
 - d. all the words that contain the sound of long *o*. Underline the letters that spell the sound of long *o*. (bureau, veto, role)
2. Answer, using one word from the list:
 - a. Where might you take a guest for dinner? (restaurant)
 - b. Which column in a ledger or bill is often written in black ink? (credit)
 - c. Which is the largest of the Great Lakes? (Superior)
 - d. What kind of letter is *e* in *role*? (silent)
 - e. What is found by multiplying length times width times height? (volume)
 3.
 - a. What word is used to describe an actor who is not a professional? (amateur)
 - b. Which word meant originally "I say no"? (veto)
 - c. Which word means *memento*? (souvenir)
 - d. What is a man who acts in place of another? (agent)
 4. *Juggling Letters*
 - a. Change one letter and the new word means *lesser* or *not as good*. (interior, inferior)
 - b. Changing the first letter of this word makes it into the end of the earth's axis. (role - pole)
 - c. Juggle the letters in this one, and it expresses an opinion either *for* or *against*, instead of always *against*, something. (veto, vote)
 - d. You would not want the insect spelled by the last three letters of this word in the place named by the word. (restaurant - ant)
 5.
 - a. Write *monitor*. Put brackets around the three two-letter words you find in it. (on, it, or)
 - b. Which words have all the vowels but *a*? (superior, souvenir)
 - c. What words use *e* at the end to make the preceding vowel long? (role, volume)
 - d. Write the words in which two or more vowels are adjacent to one another. (bureau, interior, amateur, superior, restaurant, souvenir) Underline the sets of adjacent vowels.

FOR GOOD SPELLERS

1.
 - a. Write *reservoir*, and at least one additional word in which *oi* has the same sound. (avoirdupois, sang-froid, etc.)
 - b. Write *premium* and two or three additional words taken from the Latin and ending in *um*. (memorandum, addendum, medium, tedium, optimum, etc.)
 - c. Write *liquor* and two or three additional words having the same root. (liquid, liquefy, liquidate, liqueur)
 - d. Write *fatigue*. Explain the presence of *u*. (to keep *g* hard)
 - e. Write and define *saliva*. (colourless liquid discharged by the glands in the mouth, spittle)

2. Write words that are antonyms of *credit*, *interior*, *superior*, *silent*, *amateur*. (debit or discredit; exterior or outside; inferior; noisy, voiced, sounded, etc.; professional)
3.
 - a. Write two words that are reasonable synonyms of *souvenir*. (memento, remembrance, keepsake)
 - b. List at least two other names for eating-places in addition to a restaurant. (café, cafeteria, diner, dining-room, lunch counter, etc.)
 - c. Write four or five words that, like *souvenir* and *bureau*, have been borrowed from French without any change in spelling, except perhaps for the omission of an accent. (bouquet, chef, theatre, café, etc.; there are many of these.)
 - d. Write another word that, like *monitor*, is derived from the Latin root *mon*, warn. (admonish, admonition, monitory)
4.
 - a. Of what are the following abbreviations: F.B.I., D.B.S.? (Federal Bureau of Investigation – U.S.A., Dominion Bureau of Statistics)
 - b. What are two synonyms for *fatigue*? (weariness, tiredness)
5.
 - a. *Interior* and *superior* are comparative forms of Latin adjectives. Write two English adjectives that might correspond in meaning. (inner, higher or better)
 - b. Write the three dimensions that are used in arriving at the volume of a rectangular body. (length, width, height or depth) What suffix is often used to indicate dimension? (th)
 - c. The verb root *ag*, act, often indicates doing or motion of some sort. List a few words that illustrate this fact. (actor, agent, agitate, agile, agility, activate, etc.)
6. Think of a souvenir you have of some happy or interesting occasion. Using the souvenir as a jumping-off point, write a story of the occasion, or describe your feeling about the souvenir. **PROOF-READ YOUR STORY CAREFULLY.**

NO MOST COMMONLY MISSPELLED WORDS IN THIS UNIT

b. Write **amateur**. What does it mean? How is its meaning related to the root **am** which means **like** or **love**?

c. Write two words from the list which are related in meaning. Indicate which is a noun and which an adjective.

3. a. Which word has **eau** pronounced **ō**? Give two meanings for this word.

b. Which word has **i** pronounced **ē**? Underline the other vowel and vowel combination in this word.

c. Which words mean (i) **forbid authoritatively**, (ii) **an actor's part**, (iii) **a book**?

4. a. Write three words which denote people.

b. Write the name given a pupil appointed to watch over a class.

c. Which words are antonyms of **exterior** and **inferior**?

d. Which words from the list might you use if you were writing about sports? banking? the Security Council of the United Nations? school? a vacation?

5. a. List two words which illustrate two different pronunciations of the letter **c**.

b. Which word has a homonym?

c. Make another word from **credit** by adding a suffix. What does the new word mean?

d. Write **monitor**. Take off the suffix **or**. Add the prefix **ad** and the suffix **ion**. What does the new word mean? Use the dictionary to discover how it is related to **monitor** in origin and meaning.

6. You are a manufacturer of restaurant equipment. Write an advertisement to be inserted in the Help Wanted column of a daily newspaper seeking an agent to handle sales in a nearby Canadian city.

PROOF-READ ALL YOUR WRITTEN WORK. CHECK PUNCTUATION AS WELL AS SPELLING.

REVIEW

This unit gives you another opportunity to take a good look at some very important words which you probably have many occasions to use.

accessories	maintenance	column	equipped
deceived	successful	practice	acquainted
disguised	unconscious	fourth	laboratory
patience	independent	nuclear	proceeded
restaurant	interesting	wieners	noticeable
mileage	principle	amateur	quantity
		diameter	

1.
 - a. Which two words retain the **e** of their stem when adding the suffix?
 - b. Which two words have the root **cess**? What is the prefix in each instance?
 - c. The sound **sh** is spelled differently in two words. What are the words? Which letters spell the sound of **sh**?
 - d. Which nouns end in **y**? Write the plurals of these nouns.

2. From the list name
 - a. a food and the place in which it might be served.
 - b. a straight line drawn through the centre of a circle.
 - c. a person who participates in something for the pleasure of it and not for pay.
 - d. "extras" to a car or costume.

3.
 - a. Write the two verbs with present tense ending in **e**.
 - b. Write the verb which doubles the last letter before **ed**.
 - c. Which verb has a prefix **ac**? a prefix **pro**?
 - d. Write the word which uses **u** to keep the **g** hard.

SUGGESTIONS FOR TEACHERS, UNIT 12

Teaching the Words

Review units require some motivation on your part, since many pupils, even poor spellers, do not see the need for review. Point out that over-learning is necessary for retention, and that periodic review, even of well-learned material, is important if there is to be no loss of learning.

Do try to maintain some interest in the words so that reviews do not become dreary exercises. Competition against oneself for mastery helps to keep interest alive. Let pupils keep a record of their improvement following each dictation, either by means of a graph or a straight numerical entry of percentage correct. Encourage poor spellers by reporting their progress, even if it is very small, to the class. Even good spellers need the recognition of praise.

As the words become more "learned", that is, are more and more in the two- and three-syllable categories, more and more are of Latin origin. In fact, of all the words in the review list, only *wieners* does not trace its ancestry back to Rome. As a point of interest, the longer words are often easier to spell than the shorter, more common words, since they are more regular in their construction.

Words ending in *ed* are *deceived*, *disguised*, *equipped*, *acquainted*, *proceeded*. Of these, the first two have stems ending in *e*; *equipped* doubles the final consonant before adding *ed*, while *acquainted* and *proceeded* make no change in the stem. Additional points to stress are *u* in *disguised*; *qu* in *equipped* – differentiate *qu* clearly from *gu* in *disguised*; *c* in *acquainted*; double *e* in *proceeded*. Have pupils find *guise*, *quip*, *quaint* in the larger words; these are not necessarily roots, but may help memory.

Maintenance, *principle*, and *diameter* – a cross measurement – were originally compound words. Better spellers are interested in identifying the two words in each – *main-tenance*, *prin-(prim-)ciple*, and *diameter*.

Compare *ant* in *restaurant* with *ent* in *independent*. *Patience* and *practice* both end in *ce*, as does the stem of *noticeable*. In the last, particular attention should be paid to the retention of the *e* before *able*; it is there to keep *c* soft. *Quantity*, *laboratory*, and *accessories* are examples of nouns ending in *y*, with *y* changing to *i* before *es*. Note the relationship of *laboratory* to *labor* (Canadian *labour*) in order to impress on pupils the presence of the first *o*. Draw attention to the two sets of double letters in *accessories*. *Successful* has the same root, *cess*, as *accessories*, and also has two sets of double letters, for the same reasons. The double *c* is the result of the assimilation of *b* of *sub* to the following *c* of the stem; i.e., one *c* belongs to the prefix, one to the stem. *Full* as a suffix regularly becomes *ful*. Compare other words using the suffix – *careful*, *graceful*, etc. Mileage is an example of the suffix *age*, which is also found in *courage*, *carriage*, *marriage*, etc. Remind pupils – or have them remind you – about the retention of *e* in mileage. *Column* is one of a small group of words ending in

mn – *solemn* and *hymn* are others. *Interesting* and *unconscious* are mongrel words in that they have Anglo-Saxon affixes attached to Latin roots – *ing* to *interest*, *un* to *conscious*, both indicative of the fact that *interest* and *conscious* had lost all feeling of foreignness before the affixes were attached. *Fourth*, when used in context and not confused with *forth* or *forty*, should not cause difficulty. *Nuclear*, which has only recently left science to become part of everyday speech, is remarkable only for the *e* preceding *ar* – a reminder of *nucleus* from which it is formed.

Amateur is sometimes misspelled because of an error in pronunciation which results in phonetic spelling. Note particularly *TEUR*. Have pupils emphasize *te* by circling or underlining.

A reminder: do not waste time teaching words pupils already know. Teach only those words on which some children have erred.

Dictating and Re-teaching

In spite of what has just been said, in review units always dictate all the words to everyone to begin with, and occasionally throughout the review to maintain accuracy. Have pupils correct their own papers, and record their own errors, but – and this is important – ALWAYS CHECK THE PAPERS YOURSELF to make sure that marking has been both careful and honest. Concentrate on the re-teaching of those words that were misspelled by most students. It must be stressed again that motivation is an important part of learning. Try to interest your pupils in the words, and in the need for correct spelling in everything they do.

The following sentences, providing context for the words, are provided for your convenience. Use them only if you wish to.

The automobile was *equipped* with many *accessories* in addition to the standard equipment.

When the actor *disguised* his voice he *deceived* everyone in the audience.

It's good *practice* to add every *column* of figures twice.

The *successful* workman must show a great deal of *patience*.

The kitchen of the *restaurant* was as clean and orderly as a scientific *laboratory*.

The *principle* of *nuclear* fission is a relatively recent discovery.

Amateur theatricals can be *interesting* and even exciting.

The *quantity* of gasoline you have used will help you to determine the *mileage*.

It was *noticeable* that the children had become entirely *independent*.

I am not *acquainted* with the author of the book.

The *diameter* of the circle was the *fourth* measurement determined by the mathematician.

We *proceeded* to roast the *wieners* over the camp fire.

After the operation the patient remained *unconscious* for thirty minutes.

Frequent testing is necessary for the *maintenance* of high quality in drugs.

Select from the "Extra Help" exercises those required for your class.

Doing the Exercises

Some of the exercises may be done in the first teaching period; some may be retained for re-teaching, depending on the difficulties encountered by your class.

Ex. 1. a: mileage, noticeable; b. successful, accessories; *suc, ac*; c. patience (ti), unconscious (ci, or sci); d. laboratory, quantity; laboratories, quantities.

Ex. 2. a: wieners, restaurant; b. diameter; c. amateur; d. accessories.

Ex. 3. a: deceive, disguise; b. equipped; c. acquainted, proceeded; d. disguised.

Ex. 4. a: unconscious; b. interesting; c. deceived; d. independent; e. amateur; f. equipped.

Ex. 5. a: practice; b. maintenance; c. column; d. mileage; e. fourth.

Ex. 6. a: quantity; b. nuclear; c. patience; d. interesting.

Extra Help

Ex. 1. a: mileage, successful, noticeable; b. interested; c. patience, practice; d. prefix - dis; ending - ed; e. nucleus.

Ex. 2. a: restaurant, mileage, diameter; b. equipped, acquainted; c. unconscious, independent; prefixes *un* and *in*; d. column; underline *n*.

Ex. 3. a: Box *four*; circle *th*; b. Underline *eur*; c. *i* before *e*, except after *c*; d. accessories, wieners, accessory, wiener.

Ex. 4. a: Accept reasonable sentences that use the words as instructed.

FOR GOOD SPELLERS

Ex. 1. a: thermometer (measures heat), meter (measuring instrument), speedometer (measures speed), barometer (measures air pressure), etc.; b. gram, milligram, etc.; ton, kilogram, etc. The decision as to what is large or small is arbitrary; an ounce is large in some circumstances. c. amatory, amiable, amour, amicable (from L. *amicus*, friend), etc.

Ex. 2. a: They all pertain to work. Labourer from L. *labor*, work; workman, from English, work; operator, one who operates or works a machine, from L. *opus*, *operis*, work; b. both from L. root *restoro*, *restorare*, restore. The Restoration restored the Stuart kings to the English throne. A restaurant restores the body with nourishment. c. guise; e.g., The messenger came in the guise of a beggar. Accept any sentence that reveals the meaning of *guise*. d. Even today things

are weighed on balances or spring scales, i.e., they are hung to be weighed. Related words – pensive, pendulum, compensation, compendium, pendulous, etc.

Ex. 3. a: courage, marriage, carriage, verbiage, etc.

Ex. 4. a: uninterested, disinterested, uninteresting, interest-free, interest-bearing, etc.; uninterested – not interested; disinterested – impartial. More and more frequently, *disinterested* is being used in the sense of *uninterested*. b. fission, atomic, uranium, reactor, etc. c. table d'hôte, à la mode, hors d'oeuvres, menu, consommé, bouillon, etc.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: disguised, laboratory, patience, quantity, unconscious, wieners

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: equipped (7), acquainted (6,7), fourth (4, 5), independent (7), interesting (5, 6), successful (7)

FOR TEACHERS ONLY

In the past few years there has been a tendency, particularly in North America, to allow *disinterested* to replace *uninterested*. This seems a strange development, since *uninterested* already exists to convey the idea that is being conveyed by the new use of *disinterested*.

Another trend is the use of *presently* in the sense of *at present*. *Presently* has undergone several changes in meaning through the course of its long history. In Shakespeare's time it meant *immediately*. Because of the human habit of procrastination its meaning deteriorated to *by and by, in a little while*. The current trend to have it mean *at the present time* is interesting. The new use is becoming so general that it seems to be replacing the meaning of *by and by*.

The development or deterioration of these two words is, if nothing else, a striking example of the fact that a living language is never static.

4. Give these sentences an opposite meaning by substituting words from the list for the words in bold type.
- The patient was **conscious** during the entire operation.
 - The performance was **boring** throughout.
 - The thief was **honest with** his companions in crime.
 - The boys were entirely too **dependent** to suit their friends.
 - The **professional** player won the tournament.
 - The farmer did not want his tractor **without accessories**.
5. What is IT?
- IT, says the proverb, "makes perfect".
 - IT's a fancier way of saying "upkeep".
 - IT can be ants or soldiers or figures of any kind.
 - IT's the distance we cover.
 - Sometimes IT's a part and sometimes IT's a position.
6. Write the word which
- means **amount**.
 - is related to **nucleus**.
 - is an abstract noun related to **patient**.
 - has the prefix **inter**.

STUDY THE WORDS IN YOUR PERSONAL SPELLING LIST. FOLLOW THE STUDY STEPS.

Extra Help

1. a. Write the words which have the suffixes **age**, **ful**, **able**.
b. Write **interesting**. Change **ing** to **ed**. Use both words to show their difference in meaning.
c. Which nouns end in **ce**?
d. Write **disguised**. Circle the prefix, and underline the past ending.
e. Write **nuclear**. Form a noun by changing the ending.

2.
 - a. Write the words from the list which contain the words **rest, mile, meter**.
 - b. Write the words which have **qu** in their spelling.
 - c. Which words have negative meanings as a result of a prefix? Box the prefix.
 - d. Which word ends in a silent consonant? Underline the silent letter.
3.
 - a. Write **fourth**. Box the stem, and circle the suffix.
 - b. Write **amateur**. Underline the part which indicates its French origin.
 - c. Write **wieners** and **deceived**. Compare the vowel combinations which spell the sound of long **e**. Explain the difference.
 - d. Which nouns are plural? Write the singular of each one.
 - e. Write **principle**. Check the meaning in the dictionary. Note that **principle** meaning **rule** ends with the same two letters as **rule**.
4.
 - a. Combine **amateur** and **laboratory** in a sentence which gives a warning.
 - b. Use **practice** and **persevere** together to give good advice to someone who is learning to swim.
 - c. In a very few words describe what you think is the best way of cooking wieners.
 - d. Briefly tell with what accessories your bicycle, car, or any vehicle you own — or would like to own — is equipped.

For Good Spellers

1.
 - a. The word **meter** appears in many English words concerned with measurement. List a few of these words and indicate their connection with measurement.
 - b. Name two measurements of very small quantities, and two measurements of large quantities.

- c. **Amateur** is derived through French from the Latin verb **amo, amat** — like, or love. List several words derived from the same root, either directly or through French.
2. a. Examine **labourer, workman, operator**. What is common to their meaning? Consult an etymological dictionary and trace their origin.
- b. Find out what you can about the relationship between **restaurant** and the **Restoration**.
- c. Write the root of **disguised**. Find its meaning, and use it in a context which reveals its meaning clearly.
- d. The root of **independent** is **pend** which is a Latin root meaning **hang**, and so **weigh**. Explain the connection between **hang** and **weigh**. List three or four words derived from the same root. Don't neglect **pensive**!
3. a. Write three more words which, like **mileage**, end in **age**. Be sure that you know their meanings.
- b. Examine **maintenance**. Note its two roots. From the second, the root **ten**, derive several other English words like **tenant**. You will find their meaning related to **holding**.
4. a. Explore the several meanings of **interest**. Form at least four words based on **interest**. Review the difference in meaning between **uninterested** and **disinterested**. Show by using the two words that you understand this difference.
- b. Write three or four words connected with developments in nuclear physics.
- c. Write a few French words commonly used in English in restaurants or on restaurant menus.

Be careful of spelling in all your written work. Good spelling is one mark of an educated person.



GOVERNMENT

international	domestic	assembly	democratic
administration	candidate	committee	senators
representatives	majority	municipal	government
	senate	mayor	politics

pamphlet delegates sovereign tariff campaign

You may be interested to know that **politics** and **municipal** come from words which originally had similar meanings. **Politics** is from the Greek word for city, **polis**. You will recognize it in **metropolis**, **metropolitan**, and **cosmopolitan**. Since Greece was made up of **city states**, its politics pertained to the city. **Municipal** is from a Latin adjective, derived from a Latin noun, **municipium**, **town**, and so meant **pertaining to a town**. Today a **municipality** is a unit of government, either a town, or a rural area containing a town. **Municipium** itself was originally a compound word, made up of two words meaning **taking (cip)** and **offices (munia)**; that is, it signified the fact that a town had been granted the rights of Roman citizenship, and its citizens were allowed to hold political and civic offices in government.

All the words in this unit deal with government. The Roman Empire was the model for government for many centuries. It is not, therefore, strange that many of the words used to describe the functions of government should be derived from Latin, or from Greek through Latin.

1. a. Write **government**. Underline the root, and box the suffix. Replace the suffix with **or**. Note carefully the letter **n**.
b. What is the difference in a political sense between **domestic affairs** and **international affairs**?
c. Write **domestic** twice, indicating two further meanings of this word. Check with the dictionary to make sure you are correct.
2. a. Write **majority** and **mayor**. Both words have the same

SUGGESTIONS FOR TEACHERS, UNIT 13

Introducing the Unit

If possible, teach this unit at the time of a local or other election; by all means take it out of its order in the text. If this is not possible, use the introductory material on page 36, and supplement it with examples of the words from the list to be found in newspaper clippings, periodicals, and other topical reading. The words should be more than assignments in a spelling list; do try to make them a part of living.

Teaching the Words

Although meaning and use may come first, in order to learn the spelling of words pupils must know and notice the structure.

There are three nouns formed from verbs by the addition of suffixes – *representatives* = *represent* + *ative(s)*, *administration* = *admin-ist(e)r* + *ation* (notice that *e* has been dropped from the stem), and *government* = *govern* + *ment* (there is a tendency to omit *n* in pronunciation and spelling). Have pupils write the nouns, marking in some way the “danger zones” – *at* in *representatives*, the omission of *e* in *administration*, the presence of *n* in *government*. Help pupils to extend their spelling vocabulary by making *representation*, *administrator*, and *governor*. However, do not include the derived words in the dictation; the main objective of the unit is to master the minimum spelling list; the other words are important but incidental.

Democratic and *municipal* were compound words before they became English. *Demos*, like *polis*, is Greek, and meant *people*; the root, *kratia*, meant *government*, so that *democracy* is *government by the people*. See page 36 of pupils' text for the derivation of *municipal*. Relate *municipal* to *principal*; the second part of the compound is the same in both words. The ending *ic* is common to *democratic*, *politic(s)* and *domestic*. *Domestic* goes back to Latin *domus*, house or home, so that *domestic affairs* are home affairs, whether of the house or the nation.

The *senate* was an assembly of *senior* or older and therefore wiser citizens. Age has its drawbacks as well as its compensations of wisdom; the same root (*senex*, *senis*, old) has provided *senile* and *senility* as well as *senator*, a member of the senate, and *senior*, the comparative form of the adjective (compare *interior* and *superior*, Unit 11).

The *ior* of *senior*, *interior*, and *superior* appears also in *major* and *majority* and *mayor*. Pupils may be interested to know that there was neither *j* nor *y* in the Latin alphabet; *j* and *y* are English variants of Latin *i*. The Latin word *maior* (*major*, *mayor*) meant *bigger* or *greater*. So the *major* in the army is of greater or higher rank than those beneath him; the *mayor* is somewhat greater than his fellow citizens, and a *majority* is a larger number. Pupils should be asked to remember *or* in the two related words in the list.

In *assembly* draw attention to double *s*, another example of the assimilation of the prefix (by the way, *assimilation* and *assembly* are close relatives), and the ending *y*, which becomes *ies* in the plural. The related verb is *assemble*, another noun *assemblage*.

In *committee* the three sets of double letters should make the word easier to remember. There is a tendency to omit one of the *m*'s and/or one of the *t*'s. You could show the structure – *com-mit-tee*, with the *t* doubled before the vowel suffix. There is further sanction for double *t* in the fact that the root is *mitt*, send. (See Unit 37 for a complete treatment of the *mitt*, *miss* family.)

Candidate derives its meaning from the fact that candidates for high office in Rome wore white (*candid*-) robes. Since white is associated with cleanliness and so honesty and openness, *candid* also came to mean frank, open, honest. A candidate was literally a white-robed person; he also doubtless wanted the other meanings of *candid* to rub off on him!

Doing the Exercises

You may want to use some of the exercises during the teaching periods; e.g., Ex. 2 and 3. If the exercises have been done as class lessons, make sure that pupils do not merely copy answers in their periods of assigned seatwork.

Ex. 1. a: root *govern*, suffix *ment*; governor; b. Domestic affairs deal with internal matters of the country, international affairs with foreign concerns. c. Domestic animals are tame, kept and bred by man, as opposed to wild animals; *domestic* means of the home or family or household; a domestic servant is one who works in the house.

Ex. 2. a: See above for origin of *mayor* and *majority*. b. major – more important or greater; an army officer between the rank of captain and colonel; c. democrat, democracy; d. autocratic government, government by one person.

Ex. 3. a: municipality; c. assemble, assembled; d. administer.

Ex. 4. a: domestic and international; b. the Senate; c. senators; d. candidate; e. Democratic and Republican; f. social committee; g. mayor; h. assembly.

Dictating and Re-teaching

Follow the procedure suggested for earlier units. Remind pupils to keep their personal word lists up to date. Keep your own record of pupil progress, and be sure to check pupils' spelling papers regularly.

FOR POOR SPELLERS

1. Use the introduction to Unit 13 to answer the following questions:
 - a. Which word in the list is derived from the L. word *municipium*? (municipal)
 - b. With what topic do all the words in the list deal? (government)
 - c. Which word is derived from a Greek word meaning *city*? (politics)
2. a. Write *administration* and another word from the list that uses a modified form of the same prefix as *administration*. (assembly)

- b. Write three words from the list that contain somewhere in their composition a form of the suffix *ate*. (administration, representatives, candidate, senate, senators, democratic; in international *at* is part of the original root, *nat* as in native and nation)
 - c. Write the noun which has the suffix *ment*. (government)
3. Write
 - a. two adjectives with the suffix *ic*. (domestic, democratic)
 - b. two adjectives with the suffix *al*. (international, municipal)
 - c. two nouns ending in *y*. (assembly, majority)
 - d. the word with three sets of double letters. (committee)
4.
 - a. Write *politics* after the number of each of the following that is in any way related to politics: (i) an election, (ii) a party platform, (iii) candidates for office, (iv) the Queen. (All but (iv). The Queen is specifically and traditionally divorced from politics.)
 - b. Write words from the list that might be used in discussing each of the following: (i) civic government (mayor), (ii) the United Nations (assembly, international, representatives – accept any reasonable answer), (iii) the Upper House of the Canadian Parliament. (senate, senators, representatives, government, politics, committee, etc.)
5.
 - a. Write *municipal*. Replace the first part of the original compound word with the syllable *prin*. Add *ity* to both *municipal* and the newly-formed word. (principal, municipality, principality)
 - b. What is the opposite of a minority government? (majority government)
 - c. Write *committee* and the verb from which it is formed. (commit)
6. *Word Games*
 - a. Subtract the suffix. What remains means frank and open. (candidate – candid)
 - b. Remove the prefix and the last two letters. What is left fits your hand, either right or left. (committee – mitt)
 - c. Remove the suffix and you are given permission. (mayor – may)

FOR GOOD SPELLERS

1. Find the answers in the Extra Words:
 - a. What do candidates wage prior to an election? (campaign)
 - b. What device is used to discourage foreign imports? (tariff)
 - c. What might a political party publish to set forth its platform? (pamphlet)
 - d. What might you call representatives sent by various groups to a convention? (delegates)

2. a. What is the distinction made between a majority and a plurality? (majority – more than half the total votes cast; plurality – the largest number but not necessarily a majority)
- b. What name is given to the United States governing body? (Congress)
3. a. *Candidate* is derived from a Latin adjective, *candidus*, white, since candidates for office in Rome wore white robes. Another Latin adjective meaning white was *albus*, *album*. Write English words derived from *candidus* and *albus*. (candid, candidature, album, Albion, albino) Write words related to the French word for *white*, *blanc*, *blanche*. (blank, blanch, blancmange)
- b. *Domestic* is the adjective related to the Latin word *domus*, house or home. Write at least one more word taken from the same source. (domicile, domesticate, dome; words like dominate, dominion are more distantly related through L. *dominus*, master, i.e., of the household)
4. a. Name the Canadian political parties represented in the federal House of Commons. (at the time of writing, Conservative, Liberal, New Democratic, Social Credit)
- b. What are two other levels of government? (provincial, municipal or local)
- c. What is the title of the Queen's representative in Canada? (Governor General) What is his name?
- d. What title is given the members of the legislature in your province? (M.L.A. – Member of the Legislative Assembly; M.P.P. – Member of the Provincial Parliament, whichever is applicable)
5. a. Write *sovereign* and the titles of sovereigns of states past and present. List at least three. (king, queen, emperor, czar, kaiser, rajah, prince, lord protector, shah, etc. Note that czar and kaiser are both forms of L. *Caesar*.)
- b. What is the title of the head of a republican state? (president)
- c. What is the title of the head of a rural municipality? (reeve)

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: committee

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: government (7)

- origin. Use the dictionary to discover the origin.
- b. Write **majority** again. Drop the suffix. Write two meanings for the word that is left.
- c. Write **democratic**. What noun is formed when you drop **ic**? Change **tic** to **cy**.
- d. Write **democratic government**. Change the meaning by replacing **demo** with **auto**. What does the new phrase mean?
3. a. Write **municipal**. Form a noun by adding **ity**.
- b. In many provinces the provincial parliament is called the legislative **assembly**. Write **assembly**.
- c. What verb is related to **assembly**? What related adjective means **gathered together**?
- d. Write **administration** and its related verb.
4. Answer the following questions, using at least one of the spelling words in each answer:
- a. Does Trans-Canada Air Lines operate domestic or international airline service?
- b. In the Canadian government what is the upper house called?
- c. What name is given to the members of the upper house?
- d. What is the name given to someone who seeks election to a government office?
- e. What are the two American political parties?
- f. Which class committee usually arranges class parties and social affairs?
- g. What is the title of the chief elected officer of a city government?
- h. What word is used to designate a gathering of people?
5. Briefly describe the government of your local unit — city, town, or rural area. Tell when the elections are held, for what offices, and how many candidates generally stand for office. Add whatever details you consider important.

A MIXED BAG OF PREFIXES

assure
 consequences
 according
 distinguish
 intend
 conscience
 preferred
 interfere
 projector
 dissolve
 persuaded
 supersonic
 suspense
 initial
 immigrants

convenience
 superstitious
 excursion
 compliment
 submarine



Most of the prefixes attached to English words are adopted into the English language with the words of which they form part. Some of these you have already encountered in this book. Recognizing prefixes often helps you determine the root of the word, and gives you the key to the spelling of other words with the same root.

1.
 - a. Write two words which have a modified form of the prefix **ad**. Circle the prefixes and underline the roots.
 - b. Which words have the prefix **con**? What words are left when the prefixes are dropped?
 - c. Write two words which have the prefix **in** in its original form, and another word in which **in** has changed because it precedes a consonant. In all three words circle the prefixes.
2.
 - a. Write **interfere**. What is the past tense of **interfere**? How does it differ from the past tense of **prefer**? What noun is related to **interfere**?

SUGGESTIONS FOR TEACHERS, UNIT 14

Teaching the Words

Use every reasonable opportunity to consolidate what has been learned in earlier units and in other years. By this time pupils should be quite conversant with the common prefixes, and expert in recognizing, replacing, and interchanging them.

Some teaching points follow.

The double consonants of *assure*, *according* and *dissolve* result from the accretion of the last letter of the prefix to the first letter of the stem. In *distinguish*, the prefix is actually *di*. In *extinguish* the *s* of the stem – *stinguish* – has been absorbed by *ex*. Note the sound of *w* for the *u* in *consequences*, *distinguish*, and *persuaded*.

Associate *suspense* with *independent*, and, if you like, with *appendix* on p. 68. There is a tendency in *suspense* to use *c* instead of the final *s*. See Ex. 2.d., p. 35 of the text. Remember related words like *pensive*, *disperse*, *compensation*.

As the exercises indicate, three words have the prefix *in* – *intend* (cf. *superintendent*, p. 56), *initial*, and *immigrants*. Have the pupils account for the double *m* of *immigrants*. Why is there only one *n* in *initial*? Because the stem begins with *i*; the single *n* belongs to the prefix *in*.

Preferred and *interfere* are both from *L. fero*, I carry. Notice the effect on the spelling of the past tense, etc., of having the stem of *prefer* end in a consonant, and of *interfere* in a silent *e*.

Compare *conscience* and *unconscious*, p. 26. Both have the same root, *sci*, know, and a common prefix *con*. Good students may be interested to trace the divergence in meaning, which produced both *science* and *conscience*, both involving knowledge, but of what a different kind! Point out, or have students discover, the three sounds of *c* in *conscience* – *k*, *sh*, *s*. The prefix *con* also appears in *consequences*, which has been grouped above with the *u* for *w* words. The root *sequ* means follow; related are *sequel*, *sequence*, *inconsequential*. *Consequences* also resembles *conscience* in its suffix *ence*.

Have pupils account for double *s* of *dissolve*. Have them form *resolve* and *absolve*. Ex. 3.e. supplies a related noun from the stem of the participle, *solut* – *dissolution*. Others are *solution*, *resolution*.

The *or* suffix of *projector* is, as so often, the sign of a noun agent; a *projector* is a machine that *projects* a picture. Ex. 5.e. is a word-building exercise – *inject*, *injection*, *reject*, *rejection*, *project*, *projection*, *abject*, *abjectly*, *deject*, *dejection*, *dejected*, etc.

Doing the Exercises

Omit exercises on word-building and/or derivation if you find them too difficult or too distracting for a class of slow spellers. Select what you can use from the exercise material.

Ex. 1. a: *assure*, *according*; prefixes *as*, *ac*; roots *sur* and *cord*; b. *consequences*, *conscience*; *sequences*, *science*; c. *intend*, *initial*, *immigrants*.

Ex. 2. a: interfered; a single *r*; interference; b. e.g., n., My initial is S. adj., The initial letter of my name is S. v., Be sure to initial all the cheques. d. preferred, prefix *pre*, root *fer*; or interfere, prefix *inter*, root *fer*; transferred, inferred, referred, deferred.

Ex. 3. a: supersonic; b. projector; c. suspense; d. distinguish; e. dissolve.

Ex. 4. a: persuaded; b. supersonic; c. intend (extend, distend, pretend, attend).

Ex. 5. a: consequences, persuaded, distinguish; b. prefer, persuade; c. assured, distinguished, intended, interfered, dissolved, initialed; d. emigrants; e. inject, injection, reject, rejection, abject, etc. See above.

Ex. 6. a: Truth or Consequences; b. suspense; c. dissolve; d. according.

Dictating and Re-teaching

On your own copy of the word list make a note of the words and the spots within the words where your pupils made errors. Re-teach specifically to correct those errors.

FOR POOR SPELLERS

1. Write
 - a. *consequences*. Underline the prefix. Draw a double line under the suffix. (prefix *con*; suffix *ences*)
 - b. *projector*. Circle the prefix. Form another word by dropping the suffix. (circle *pro*; project)
 - c. *initial*. Add *s* and use the new form in a sentence about yourself. (initials)
 - d. *suspense* and the corresponding verb. (suspend)
 - e. *assure* and its past tense. (assured)
 - f. *according* and an adverb formed by adding a suffix. (accordingly)
2.
 - a. Write in alphabetical order the four words beginning with *i*. (immigrants, initial, intend, interfere)
 - b. Write the two words derived from the root *fer*. (preferred, interfere)
 - c. Write *dissolve*. Change the prefix to *re*. Write a noun corresponding to the newly formed verb. (resolve, resolution)
 - d. Which word has the prefix *per*? Write the present tense of the verb, and the form ending in *ing*. (persuade, persuading)
 - e. Write four words the initials of which spell DISC. (distinguish; any one of immigrants, initial, interfere, intend; either supersonic or suspense; either consequences or conscience)
3. Which word
 - a. is derived from the same root as *scientific*? (conscience)
 - b. is related in meaning to *sound*? (supersonic)

- c. doubles the last letter before a vowel ending? (preferred)
 - d. has *ss* sounded as *sh*? (assure)
 - e. has the same root as *pretend*? (intend)
4. a. Write an exclamation using *suspense*.
 b. Ask a question about supersonic flight.
 c. Give an order regarding interfering with traffic in the school hall.
5. Write the simple subject of each of the following sentences:
 a. The suspense before the explosion was intolerable. (suspense)
 b. My conscience does not permit me to reply. (conscience)
 c. The projector threw a clear image on the screen. (projector)
 d. The consequences of the action were not predictable.
 (consequences)
6. Write the simple predicate of each of the following sentences:
 a. The people intend to vote for the by-law. (intend)
 b. My mother preferred moving pictures to television.
 (preferred)
 c. The aurora borealis will interfere with radio reception. (will interfere)
 d. The salesman persuaded us to buy a new car. (persuaded)

FOR GOOD SPELLERS

Find the answers among the Extra Words:

1. a. Write *submarine*. Write two or three additional words (i) using the prefix *sub*, and (ii) having the same root as *marine*. (subway, subterranean, subversive, substitute, etc.; mariner, marine, marinated)
 b. Write *compliment*. Define its meaning as a verb. (praise someone for something) Compare the spelling and meaning of *complement*, v. (complete or fill out; the latter uses *e*, where *compliment*, praise, uses *i*.)
 c. Which word has a form of the same prefix as *compliment*? (convenience) Remove the prefix and the suffix to derive the root. (*ven* or *veni*) Write two or three related words. (Convenient, convention, invention, inconvenient, etc.)
 d. Write the word that has the prefix *ex*. Underline the prefix. Remove the prefix and *ion* to find the root. (curs) The root is derived from the Latin word for run – *curro*, *cursum*. Write *current* and *cursive*. Explain how their meaning is related to the meaning of the root. (The current is the “running” of the river; cursive writing is hand-writing that runs along smoothly with letters joined together, as opposed to printing, where the letters are not joined.)
2. a. Write *superstitious*. Add two words that have the same prefix. Write two words that have the same root, *stit*. (superintendent, superimpose, supervisor, supernatural, etc.; substitute, institute, constitute, and corresponding nouns ending in *ion*)

- b. Write two more words that, like *persuaded*, use *su* to spell the sound of *sw*. (suave, dissuade, dissuasive, persuasive, suasion, suede, suite, etc.)
- c. Find the root of *consequences*. (sequ) Write two words having the same root. (sequence, sequel, inconsequential)
3. a. Explain what is meant by a migrant worker. (one who travels about the country to pick up temporary jobs; e.g., fruit harvesters, potato diggers, etc.)
- b. List two or three common superstitions.
- c. In what vehicles might you travel if you made an excursion by land? by water? (bus, car, train; canoe, rowboat, boat, ship, liner, etc. Accept any reasonable answers.)
- d. List two or three substances that dissolve in water. (salt, sugar, baking soda, etc.)
4. a. Remove the prefix and the final *e* from *suspense* to find the root. Add *ive*. Use the newly formed word to show its meaning. (pensive – thoughtful)
- b. Briefly, and in your own words, explain the relationship in meaning between *suspense* and *suspenders*. (When you are in suspense, you are – metaphorically – kept dangling; trousers hang, or “dangle”, from suspenders.)
- c. What are two synonyms or synonymous phrases for the adjective sense of *initial*? (beginning, opening, first, at the beginning, at the start)
5. Rewrite the following sentences, retaining the original meaning but changing form and wording as much as possible.
 - a. Let me assure you that there is no danger. (e.g., I give you my word that no one will be in peril.)
 - b. The consequences of his action are unpredictable. (e.g., No one can tell what will happen as a result of what he did.)
 - c. The orator easily persuaded the mob to attack the palace. (e.g., With no difficulty at all the crowd was roused by the speaker to rush the king's residence.)
 - d. The initial suspense was maintained throughout the story. (e.g., From beginning to end the story kept its readers on edge.)

(Accept any reasonable paraphrases. Give credit for originality of expression as long as the sense is retained.)
6. Write a short paragraph describing how you felt when, as a passenger on a submarine, you suddenly discovered that the air supply had been cut off, and only minutes of life remained unless a miracle happened. What did happen?

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: persuaded, preferred

b. Write **initial**. Show that **initial** can be used as a noun, a verb, and an adjective.

c. **Initial** means literally **going before** or **beginning**. Write **initial** and underline its root **it**. Write the following words and circle the same root, which means **go**:

exit, initiative, transit, transition.

d. Write the word from the list which has the root **fer**, meaning **carry**. Underline the prefix once and the root twice. For the prefix in **preferred** substitute **trans, in, re, de**. Notice how knowledge of prefixes and roots helps you spell related words.

3. Which word

a. do you think is quite new in the English language?

b. has the same root as **injection**?

c. has a prefix which is a form of **sub**?

d. would mean **put out** (the flame) if the prefix were **ex** instead of **dis**?

e. is the verbal form of the noun **dissolution**?

4. Write the word from the list which

a. means the opposite of **dissuaded**.

b. means **beyond sound**.

c. could be changed in meaning by changing its prefix to **ex, dis, pre, at**.

5. a. Which two words have **u** with the sound of **w**?

b. Write the present tense of all the verbs which are listed in the past tense.

c. Write in the past tense all the verbs which are listed in the present tense.

d. **Immigrants** are people who come to a country to live. What are these people called when they leave their homelands? Clue: the prefix changes.

e. Write **projector**. Find the stem by dropping prefix and suffix. Make a series of words from the stem by adding other prefixes and suffixes.

6. Just for fun

- What parlour game contains the word **consequences** in its title?
- What sort of story would you call a mystery story?
- What is a maiden said to do when she suddenly bursts into tears?
- What word from the list has between suffix and prefix a measure of firewood?

15

A PROLIFIC ROOT

				significance
affect	feature	sufficient	dissatisfied	edifice
benefit	fitted	terrific	magnificent	benefited
effect	official	efficient	satisfactory	facility
				faculty

Although they look and sound very different, all the words, with the possible exception of **fitted**, have a root in common. Several of them have reached their present form by transmission through French; others have come into English directly from Latin. In a good dictionary look up the root of **affect** and **benefit**. Did the dictionary tell you that **fect** and **fit** are both derived from the Latin verb **facio**, **factum**, which means **make** or **do**?

As a clue to word origins and word building remember that **fac** and **fact** in Latin became **fic** and **fect** when a prefix was used. The ending **fy** is generally a worn-down form of the same root and is still being used to make words as in **edify** and **simplify**.

- Write **affect** and **effect**. Underline the common root.
 - Which word is usually used as a verb? Which as a noun?
 - Add suffixes to **affect** and **effect** to make at least four new words. Show that you know the meaning of these words.

SUGGESTIONS FOR TEACHERS, UNIT 15

Teaching the Words

This unit can be fascinating for young people who are developing an interest in language. It selects from the Book 8 word list the words derived from L. *facio*, *factum*, do or make; students can see for themselves how the long processes of use and word-building have affected meaning, pronunciation, and spelling of words, and how words differ from one another as they were adopted early or late in the history of English, from Latin directly or through French. An interesting phenomenon is one with which they may already be familiar through earlier experiences in word-building – a prefix affects the vowel of the stem. Better students can be shown how this happens because of a natural change in stress. In *fact*, the emphasis falls on the single vowel, and it is fully sounded. In *perfect*, the accented part of the verb is *per*, and the unaccented syllable tends to lose the identity of the vowel sound. Even when the accent is not on the first syllable, a prefix regularly seems to have a diminishing effect on the following vowel. An example is *projector* from *jact*, p. 39.

Words that have come into English through French are doubly worn, as it were, and show more change as a rule than those adopted directly and relatively recently from Latin. Compare *feature* and *benefit* with *factor* and *benefactor*, *satisfy* with *satisfaction*.

In addition to the general grouping, the words should be examined for other spelling difficulties and problems. The double letters of *affect*, *effect*, and *dissatisfied*, of *official*, *sufficient*, and *efficient*, should be accounted for. The first of the double letters belongs to the prefix, the second to the stem.

Words may be grouped according to the particular form of *facio* from which they are derived, i.e., they may be related to the closer members of their common family – FECT: *affect*, *effect*; pupils may add to the list words like *defect*, *infect*, *defection*, *defective*, *confectionery*, etc.; FIC: *official*, *sufficient*, *efficient*, *terrific*, *magnificent*, *office*, etc.; FY: *dissatisfy* (*dissatisfied*), *magnify*, *petrify*, *amplify*, *dignify*, etc.; *fy* has become a suffix still very much alive; FIT, FEIT, FEAT (from Fr.): *benefit*, *counterfeit*, *feat*, *feature*, etc.; and the large group of FACT words: *satisfactory*, *factor*, *factory*, *fact*, *manufacture*, *factual*, etc. Good students should be able to identify FAC-words which even in Latin had begun to establish a family of their own, words like *facile*, from L. *facilis*, easy, *faculty*, etc.

Benefit, *terrific*, *dissatisfied*, *satisfactory*, and *magnificent* are all compound words. The first part of the compound means: *bene*, well; *terr*, frighten or fear; *satis*, enough; *magn*, large or great. *Satisfactory* and *dissatisfied* have the added interest of two roots in common – *satis* and *fac*.

Have pupils write together all the words that end in *ent*: *sufficient*, *efficient*, *magnificent*; all the words that have *ci* spelling the sound of *sh*: *official*, *sufficient*, *efficient*.

There is no general agreement that the word *fit* is derived from Fr. *fait*, L. *factum*, though the development seems reasonable. *Fit* should

be considered as one of the words, like *knitted* and *equipped*, which double the final consonant before a vowel ending.

Make sure that pupils say *feature* correctly – *fea-ture*, not *fee-cher*.

Differentiate in meaning between *affect* and *effect*: *affect* is generally the verb, *effect* the noun, though it is possible to speak of *effecting* a change, i.e., bringing it about.

Doing the Exercises

Ex. 1. a: Underline *fect*. b. affect, v.; effect, n.; c. affection, affectionate, affected, effective, effectively.

Ex. 2. a: official, sufficient, terrific, efficient, magnificent; b. sufficient, efficient, magnificent, all adjectives; c. sufficiently, efficiently, magnificently; adverb; e. originally, terror-producing; causing terror; terror, terrify; f. e.g., The official of the company made an official statement.

Ex. 3. a: Box *fact* and *fi*. Underline *satis*. *Satis* means enough. b. satisfaction, dissatisfaction; common roots, *satis* and *fact*; c. satiate, satiety; d. *sat' isfac' tory* (a lesser stress on the first syllable).

Ex. 4. a: *bene* – well; b. *benefactor*, *benefaction*, *benevolent*; one who does good things for another; a good deed bestowed, kindly.

Ex. 5. a: inefficient, insufficient, unofficial, unfitted, unsatisfactory; b. dissatisfied.

Ex. 6. a: n., part of the face, distinctive or characteristic part of a thing; v., portray, sketch the prominent parts of; have a chief feature; b. feat.

Dictating and Re-teaching

Dictate only the words in the list, not the words developed in the exercises or the teaching period. From the point of view of spelling, it is more important for your class to know how to spell the word than to know its derivation; so during the re-teaching period concentrate on those words that your pupils misspelled. Make sure that errors are corrected, and that pupils know why they made the errors.

Remind pupils of the study steps for their private study of the words.

Continue to dictate and re-teach until there is mastery or almost complete mastery of all the words by all pupils.

FOR POOR SPELLERS

1. Write

- a. the word that has five syllables. (satisfactory)
- b. two verbs in the past tense. (dissatisfied, fitted)
- c. two sets of words that differ only in their prefixes. (affect, effect; sufficient, efficient)
- d. all the words that use *ci* to spell the sound of *sh*. (official, efficient, sufficient)
- e. all the words with the suffix *ent*. (efficient, sufficient, magnificent)

2. a. Select an appropriate word from the list to modify each of the following: salesman, jewel case, drinking-water.

- b. Write the words from the list related in origin to each of the

following: magnify, terror, insatiable, benefactor. (magnificent, terrify, satisfactory and dissatisfied, benefit)

- c. Select and write the correct word in each of the following:
 - (i) How will the weather (affect, effect) the roads? (affect)
 - (ii) It will (affect, effect) no changes in plan. (effect)
 - (iii) The (affect, effect) will not be noticeable. (effect)
3. a. Which word from the list is a modifier of the subject in each of the following?
 - (i) The magnificent sunset affected all of us. (magnificent)
 - (ii) The official title for the student must have sufficient appeal to affect the total vote. (official)
 - (iii) A satisfactory arrangement was made in order to benefit all concerned. (satisfactory)
- b. Use *terrific* in an exclamation to modify *explosion*.
- c. Use *magnificent* in a sentence about a statue.
4. Use a word from the list in answering each of the following with a complete sentence:
 - a. Whom will the plan benefit most?
 - b. Were the students satisfied or dissatisfied with the examination?
 - c. Does the manager want an efficient or an inefficient person for the job?
 - d. Were the costumes fitted or not fitted on the actors before the play?
5. a. Select and write the examples that indicate a correct use of the word *feature*: a feature story, the nose is a prominent feature of the face, the high hill was a striking feature of the landscape. Feature his doing that! (The last use is colloquial; all the others are good usage.)
- b. Write the stem of *fitted*. Add *ing*. (fitting) Use the new form in a question to show its meaning.
- c. Write the adjective related to *benefit*. (beneficial) With what word in the list is it parallel in construction? (official)

FOR GOOD SPELLERS

1. a. Write *significance* and *edifice*. Underline the root in each word. (fic) Write corresponding verbs. (signify, edify)
- b. List a half-dozen verbs ending in *fy*. (amplify, beautify, clarify, deify, exemplify, fructify, etc.)
- c. Write *facility* and *faculty*. Define them to show the difference in meaning. (facility – ease and/or skill; faculty – aptitude for a special kind of action. Faculty has been extended to mean the teaching body of a specialized section of a college or university; e.g., the Faculty of Medicine or of Law.)
- d. Write *benefited*. Compare the spelling with that of *fitted*. Account for the difference. (In *benefited* the accent falls on the first syllable; generally in such words the final consonant is not doubled. Compare *referred* and *reference*.)
2. a. Name two or three buildings that you think could be described

- as *edifices*. (Accept answers that make sense in your locality and situation.)
- b. Name an event of major significance that has taken place in the world in the past five years.
 - c. Write reasonable synonyms for *magnificent*. (splendid, stately, lavish, etc.)
 - d. Write the adjective related to *facility*. What does it mean? (facile – easily done or won; ready, fluent, yielding)
3. a. Make a list of five or six words which have the same root, *fact*, as *satisfactory*. (fact, factory, faction, factual, manufacture, factotum, etc. Do not expect all of these, although pupils who use their dictionaries may produce them – and more.)
 - b. List several words which have the root form *fic*, like *official*. (deficit, deficient, suffice, officiate, officious, beneficent, beneficiary, etc.)
 - c. *Magnus* is a Latin adjective meaning large or great. Write two or three words having this root. (magnify, magnitude, magniloquent, etc. – but *not* magnet) Check meanings in the dictionary.
4. a. The prefix in *official* is a modified form of *ob* in which *b* has taken on the sound of the following *f*. Write three or four words in which the *b* of *ob* has changed to *f*. (offend, offer, officer, offence, offensive)
 - b. List two or three words in which the form *ob* has been retained. (obtain, obtuse, obstruct, obstinate, obvious, etc.)
 - c. Similarly *ex* has become *ef* before stems beginning with *f*. List two or three words where this has happened. (effort, effect, effervescent, effusive, effrontery, etc.)
 - d. Write three or four words in which *ad* has become *af*. (afford, affiliate, affirm, affirmative, etc.)
5. a. Words like *terrific* tend to lose strength of meaning because they are used loosely and in exaggeration. Write two or three words that have lost some of their strength in this way. (awful, glorious, colossal, etc.)
 - b. Make a list of eight or ten words which, like *fitted*, are one-syllable words that double the final consonant before adding *ed*. (pat, pet, pin, can, grin, etc.)
 - c. Write as many different pronunciations for the combination *ci* as you can find. You should have at least three. (as in city, official, cipher, circle, cicerone – ch. Do not expect the last.)
6. Write an advertisement extolling the beauties of a country house you want to sell. It has a magnificent view, an efficient heating and plumbing system, and various other features of interest to a prospective buyer. Suggest that satisfactory terms could be arranged. Limit the advertisement to 33 words.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME: benefit

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: official (7)

2.
 - a. Write all the words in which the common root appears in the form **fic**. Underline the root.
 - b. Three of these words have the suffix **ent**. Write the words and after each indicate what part of speech it is. What conclusion do you draw about the suffix **ent**?
 - c. Add the suffix **ly** to these three words. What part of speech is formed?
 - d. Select an adjective and an adverb from the words you have written and illustrate the difference in function of these parts of speech.
 - e. Write **terrific**. What is its meaning? To what noun and verb is it related?
 - f. Write **official**. In one sentence indicate that **official** can be used both as a noun and as an adjective.
3.
 - a. Write **satisfactory** and **dissatisfied**. Box the part of each word which is derived from **facio**. Underline another root which both words have in common. What does this root mean?
 - b. Write **satisfactory** and **dissatisfied** again. What nouns are related to these two words? Underline the common roots in both nouns.
 - c. Write at least one more word which has the root **satis**.
 - d. Write **satisfactory**, marking the accents. Note especially the pronunciation of the last three letters.
4.
 - a. Write **benefit** and **fitted**. What is the meaning of **bene**? Use the dictionary if you have forgotten its meaning.
 - b. Make words by using **bene** with **factor**, **faction**, and **volent**. Write one meaning for each of these new words.
5.
 - a. Add the appropriate prefix to make each of the following words negative in meaning: **efficient**, **sufficient**, **official**, **fitted**, **satisfactory**.
 - b. Which word in the list derives its negative meaning from a prefix not used in the words of exercise (a)?

6. a. Write **feature**. Write one meaning of **feature**, n. Write one meaning of **feature**, v.
b. What word have you when you drop the suffix of **feature**?
7. Use the words in this unit as the nucleus of a collection of words derived directly or indirectly from **facio**, **factum**. Here are a few familiar examples: **fact**, **manufacture**, **fiction**. Remember to check in the dictionary words which seem to have the roots **fac**, **fact**, **fic**, **fect**, **fit**, **fy**.

MAKE USE OF THE STUDY STEPS IN LEARNING
SPELLING.

16

GRAMMAR IS GLAMOROUS

Did you know that **grammar** and **glamour** are basically the same word? **Grammar** is derived from an Old Greek word **gramma**, meaning **letter**, and **grammar** long ago meant **the art of letters**, or **writing**, and then **grammar** in the present sense, except that at one time the only grammar studied was Latin grammar. Latin was associated with learning, and learning with magic. In fact, during the Middle Ages almost anyone who could read or write might be thought to have magical powers! You can probably see how **glamour** — **r** has often changed to **l** in the development of the English language — developed from the magical meaning of **grammar**. So the title of this unit, while true, is also something of a pun.

The words in this unit are all associated in some way with the study of language, and particularly with the study of grammar.

supplementary	grammar	masculine	clause
pronunciation	auxiliary	principal	concise
construction	italics	quotation	syllable
comparative	topic	feminine	complement
	definite	compare	

SUGGESTIONS FOR TEACHERS, UNIT 16

Introducing the Unit

As for Unit 10, it is suggested that the words in this unit be taught in the context of the subject where they belong, in this case grammar and composition. Do try to integrate the teaching with the teaching of language generally so that the need for learning the words is clearly established.

Teaching the Words

Have pupils examine the list carefully for similarities in structure and spelling, and make use of what they discover in teaching the words. Examples of the kind of thing they should look for follow.

Masculine and *feminine* both have the suffix *ine*; extend Ex. 1. b. to give more practice in writing *masculine* and *feminine*. Have pupils notice particularly *u* in *masculine*, and the two *i*'s in *feminine*.

Pronunciation and *quotation* end in *ation*, *construction* in *tion*. You are reasonably safe in assuming that words ending in *tion* are either derived from or modelled on Latin words. Since the verb related to *pronunciation* is *pronounce*, it does not take much imagination to produce *announce* and *announcement* as related words. An unusual aspect of *pronunciation* and *enunciation* is that *ci* are pronounced separately as two distinct sounds and not as *sh* (cf. *special*); *sh* is the common pronunciation when the next letter is a vowel. In *quotation* note not only *ation* but the combination *quo*. *Construction*, from the root *struo*, *structum*, pile up or build, has its counterpart in *destruction*. With good classes compare *destroy*, p. 60, and *construe*. *Construct* and *instruct* may be back formations, i.e., formed from the noun rather than from the original stem of the verb.

Italics, a style of print, reveals the Italian origin of the kind of printing. *Topic*, a noun, has the same *ic* ending. *Comparative*, *definite*, *masculine*, *feminine*, *compare* all end in silent *e*. *Comparative*, of course, is formed from *compare*; both have the root *par*, equal; one compares things, to see whether they are equal in value, size or quality. The *comparative* form of the adjective is the one used to compare two things – better, worse, larger, etc.

Auxiliary and *supplementary* are alike in ending, and have also some likeness in meaning. An *auxiliary* verb is a "helping" verb; anything that helps also supplements, that is, "fills out", from *pleo*, I fill. In *auxiliary* make sure *x* is correctly written; in *supplementary* draw particular attention to the two *e*'s and to double *p* – the latter the result of a prefix.

Something *definite* is something within bounds, with limits to it, from L. *finis*, limit, boundary, end. English has adopted *finis* unchanged, as well as the forms *finish*, *final*, *infinite*, *indefinite*, *infinitesimal*, etc.

Principle and *principal* are really two different spellings to express two different meanings of what used to be one word. The differentiation in spelling is useful but sometimes confusing to poor spellers.

For poor spellers, present each word separately, and try to establish *principle* thoroughly before introducing *principal*.

Extra Words: Good spellers may know that *clause* is related to *conclude*, *conclusion*, *claustrophobia*. A *clause* is a part of the sentence which can be cut off, or shut off, from the rest. *Concise* is kin to *suicide*, from *cisum* (*caesum*) cut. When you are concise you cut off your speech; you speak briefly.

Doing the Exercises

Ex. 1. a: telegram, gramophone, grammatical; b. masculine – duke, gander, boar; feminine – duchess, marchioness, hen; c. comparative, (i, ii, iv); d. compare, comparison; e. destruction, instruction; construct, destroy, instruct.

Ex. 2. a: auxiliary – have, has, will; principal – admired, approved, compare; b. elected.

Ex. 3. a: indefinite; makes it negative; b. *a*, indefinite; *the*, definite.

Ex. 4. a: pronounce; b. enunciation, enunciate; c. See above.

Ex. 5. a: quotation marks; b. quote; passage quoted, amount stated as current price of stocks; c. topic sentence; d. topical, related to the topic, related to what is currently happening.

Ex. 6. a: added to fill out deficiencies; b. prefix *sup*, from Latin *sub*; complementary, filling out or completing; c. supplement; a supplement is something added to what may already be complete but deficient; a complement completes.

Ex. 7. a: The principal of the school visited us today. b. A principle of good spelling is to examine each word carefully. Accept reasonable examples.

Dictating and Re-teaching

Dictate as usual in sentence context. An important part of re-teaching words such as these which occur during daily work in language classes is to check for correct spelling every time they are used. Create opportunities for using the words when assigning grammar or other language work.

FOR POOR SPELLERS

1. a. Write three words from the list which have the prefix *con*, or some form of it. (construction, comparative, compare)
b. Which words have the suffix *ion*? (pronunciation, construction, quotation)
c. Write the words which end in *ary*. (auxiliary, supplementary)
d. List the words which end in silent *e*. (comparative, definite, masculine, feminine, compare)
2. a. Write *grammar*. Explain why the *m* is doubled. (to keep the preceding vowel short)
b. In which words does the final *e* not make the preceding vowel long? (comparative, definite, feminine, masculine) In each case what is the vowel and how is it pronounced? (short *i*)
c. Which two words have the same stem? (compare, comparative)

3. a. Write a sentence using *auxiliary* not as a grammatical term. (e.g., the Ladies' Auxiliary of the church)
- b. Write *direct quotation* or *indirect quotation* as appropriate after each of the following numbers:
 - (i) May said, "Let's leave early." (direct quotation)
 - (ii) May said that she wanted to leave early. (indirect quotation)
 - (iii) Jerry asked who was coming. (indirect quotation)
 - (iv) "Who is coming?" asked Jerry. (direct quotation)
4. a. By writing *masculine* or *feminine* after the number, indicate which of the following you consider appropriate behaviour for a boy or a girl:
 - (i) walking on the outside on a sidewalk or path. (masculine)
 - (ii) speaking first when meeting an acquaintance of the opposite sex. (feminine)
 - (iii) holding the door for an older person. (masculine and feminine)
- b. Copy the principal clause of each of the following sentences, and write the word *principal* after each:
 - (i) Our pronunciation must be clear and distinct when we read the quotation. (Our pronunciation must be clear and distinct.)
 - (ii) Italics are used so that certain words may be emphasized. (Italics are used.)
 - (iii) The topic sentence should make a definite statement which leaves the reader in no doubt of the subject of the paragraph. (The topic sentence should make a definite statement.)
 - (iv) The unusual construction of the sentence separated the auxiliary from the rest of the verb which thereby lost much of its force. (The unusual construction of the sentence separated the auxiliary from the rest of the verb.)
5. a. Write the definite article, and write *definite* after it. (the - definite)
- b. Write the indefinite articles and label them as such. (a, an - indefinite)
- c. Write *principal*. Replace *prin* with *muni*. Underline the parts of the words that are alike. (*municipal*)
- d. Write *grammar* and the related adjective. (grammatical)
- e. Which word is related to the name of a country? (italics - Italy)
- f. Which two words have all the vowels but *e*? (pronunciation, quotation)

FOR GOOD SPELLERS

1. a. The Greek roots *gram* and *graph*, associated with letters and writing, have given rise to many English words and are still

being used to form new words. Write two or three words derived from each of the roots. (telegram, gramophone, grammatical, etc.; telegraph, photograph, geography, etc.)

- b. The *clause* is literally the part *shut off* from the main part of the sentence. Write *clause*, and a related word meaning *fear of closed places, of being shut in*. (claustrophobia)
 - c. Write *concise*. Find the root by removing the prefix. Write two or three additional words which employ the same root. What does it mean? (decisive, decision, incision, incisive, etc.; cism - cut)
2. a. Write each of the Extra Words. After each indicate the number of syllables by writing *one syllable*, *two syllables*, etc. (clause, 1; concise, 2; syllable, 3; complement, 3)
- b. Write *complement* and the word in the list to which it is closely related. (supplementary)
- c. What are the degrees of comparison of adjectives and adverbs? (positive, comparative, superlative)
3. a. Write the comparative and superlative forms of the following adjectives: good (better, best), bad (worse, worst), glamorous (more, most glamorous).
- b. Write at least two adjectives that have no comparative or superlative forms. (perfect, complete, full, principal; your class may supply a few more. Consider each one on its merits, e.g., dead - deader than a doornail.)
- c. Compare *construction* and *destruction* for structure. Write the verbs related to these words. (construct, destroy)
4. *For Fun*

Complete this word square so that the horizontal and vertical columns are identical.

(One possible square is:

t	o	p	i	c
o				
p				
i				
c				

You may wish to give pupils a few clues.)

5. a. Remove the prefix from *definite*. Define the newly-formed word. (finite - with limits, bounded)
 - b. Form another noun from *syllable*, meaning the process of dividing into syllables. (syllabication)
6. List three reasons why you think it is desirable to speak and write grammatically.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: grammar, definite.

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: principal (4, 5)

1.
 - a. Write **grammar**. Remember that **grammar** has two **m**'s and two **a**'s. Write two other words which have as a root the first syllable of **grammar**.
 - b. Indicate by writing **masculine** or **feminine** after the appropriate number whether the following nouns are **masculine** or **feminine**:

(i) duke,	(iv) marchioness,
(ii) duchess,	(v) hen,
(iii) gander,	(vi) boar.
 - c. An adjective form which compares two things is said to be **comparative**. Write **comparative** only after the numbers of those adjectives which are in the comparative form:
(i) better, (ii) longer, (iii) biggest, (iv) more common.
 - d. Write the verb from the list which is related to **comparative**. Form a noun from this verb. Check the spelling of the noun by reference to the dictionary.
 - e. Write **construction**. Make new words by replacing the prefix with **de** and **in**. Write the verbs related to all three nouns.
2.
 - a. In the following sentence the verb printed in bold type is the **auxiliary** verb; the verb printed in italics is the **principal** verb. The class **has** *elected* its officers. Write each part of the verb phrases in the following sentences, and after each part write either **auxiliary** or **principal**, whichever applies.
 - The boys have admired the science project.
 - The school council has approved it.
 - The girls will compare it with last year's effort.
 - b. Write the word in exercise (a) which was printed in italics. After it write the word **italics**.
3.
 - a. Write **definite**. Add the prefix **in**. In what way does the prefix change the meaning of **definite**?
 - b. Write **a** and **the**. After each indicate what kind of article it is by writing **definite** or **indefinite**.

4. a. Write **pronunciation**. Write the verb which is related to it. Note the difference in the spelling of the root in the verb.
b. What word is formed when you change the prefix of **pronunciation** to e? What is the verb related to the newly formed noun? How does it differ from the verb related to **pronunciation**?
c. Use the dictionary to help you explain how **announce** and **announcement** are related to **pronunciation**.
5. a. What are these marks called: "..."?
b. Write **quotation** and the related verb. Give two meanings for **quotation**.
c. What name is usually given to the sentence which states the subject of a paragraph?
d. Write **topic**. Make an adjective by adding al. What does the adjective mean?
6. a. Write **supplementary**. Define it.
b. Write **supplementary** again. Underline the prefix. Change the prefix to **com**. What does the new word mean?
c. Derive a noun from **supplementary** by dropping **ary**. Compare the meaning of **complement** and **supplement**.
7. a. Write **principal**. Use it as a noun to show that you know one of its meanings.
b. Write the word which is pronounced the same as **principal** but spelled differently. Use it also as a noun to show that you know its meaning.

Knowledge of correct grammar is an aid to good writing. Proof-read everything you write for spelling and grammar.



INTO THE PAST

As you know, most English verbs form their past tense by adding **ed** or **d**. Examine the verbs in the list and note that there are three kinds of verb stems to which the ending is added.

1. a. Write four examples from the list of verbs with stems ending in **e**.
 b. Which verb stem ends in a consonant preceded by two vowels?
 c. Write two examples of verbs which end in a consonant preceded by a single vowel.
 d. In your own words write "rules for adding the past ending" to these three kinds of verb stems.
2. a. Which one-syllable word doubles the final consonant before the past ending?
 b. Which two-syllable words double the final consonant before the past ending? In both these words where does the accent fall?

Generally in a two-syllable word ending in a single consonant preceded by a single vowel, when the accent falls on the second syllable the consonant is doubled before the ending **ed**.

situated
disguised
skidded
ceased
teased
persuaded
tickled
combined
scheduled
preferred
devoted
stooped
occurred
determined

wrecked
glimpse
squash
wrought

c. Apply the rule by adding **ed** to **confer**, **recur**, **fulfil**.

3. a. Write **teased** and **ceased**. Why do these words not rhyme? Consult the dictionary to confirm your judgment.
 b. Remove the past ending from **ceased** and **teased**, and add **ing**. What change did you make in the stem of the words?
 c. Write **situated**. Write the present tense of the verb, and then form a noun from the same stem.
 d. Write **combined** and **determined**. What is the present

tense of the verbs? Form related nouns. Note the similarity in spelling and the difference in pronunciation of the last syllable of the verbs.

e. Write **occurred** and **disguised**. Underline the prefix in both words. Form another word from **occurred** by changing the prefix to **con**. Write the present tense of all three verbs.

4. Write

a. the verb which means **liked better**. Change the prefix and the new word will mean **handed over**.

b. the verb which means **convinced**. Change the prefix and the new word will be an antonym of the original verb.

c. the verb which means **happened**. Change the prefix to **in** and the new verb will mean **brought upon oneself**.

5. Write words from the list which are associated with

a. laughter, b. an icy road, c. a regular timetable,
d. wearing masks, e. a loving mother.

6. a. Use **devoted** first as the past tense of a verb and then as an adjective modifying a noun.

b. Use **scheduled** with the auxiliary verb **was** to tell about a late plane arrival.

c. Use **stooped** both as a verb and as an adjective.

7. Here is a possible beginning for a story. Use it to write a short sketch suggested by this picture.

"Personally I hate a tease, even when he happens to be my little brother. . . ."



SUGGESTIONS FOR TEACHERS, UNIT 17

Teaching the Words

All the verbs in the list are examples of "weak" verbs, that is, of verbs which form the past tense by adding *ed*. Three kinds of stem are found among them: 1. the verb that ends in *e* and adds *d* without further change – *situate*, *disguise*, *cease*, *tease*, *persuade*, *tickle*, *combine*, *schedule*, *devote*, *determine*; 2. the verb that ends in a consonant preceded by a combination of two vowels, and adds *ed* without change to the stem – *stoop(ed)*; 3. the verb that ends in a single consonant preceded by a single vowel, and doubles the final consonant before a vowel ending – in this case *ed* – *skidded*, *preferred*, *occurred*.

Have pupils make the generalization for the class. Warn them that no rule of English spelling is absolute; exceptions can probably be found to every one. Good students will enjoy the exercise of looking for the exceptions. Additional examples of the three types found in the word list follow. You may use these examples to form the generalizations, or you may have pupils produce these or others as additional examples of the "rules" they have already derived from the words in the list.

1. abuse, assure, achieve, ache, admire, etc.; there are many of these.
2. seat, repeat, soak, roam, etc.; the number is not as large.
3. knit, skip, rob, pot, equip, skim, pat, etc.; there are many of these too. Pupils will recall that often words of more than one syllable are more likely to follow this rule if the accent falls on the last syllable – equip, occur, prefer, etc.
4. twist, part, darn, etc. This type does not occur in the word list. The verb ends in two or more consonants and makes no change in the stem when *ed* or *ing* is added.

The unit is self-explanatory, and the exercises should not pose any problems. Several words are appearing for the second or third time and should be reasonably well established by now, e.g., *persuaded*, *preferred*, *disguised*.

However, do draw attention to *le* in *tickled*. Note that there are two accepted pronunciations for *scheduled*, *sh* and *sk*. The origin of *combined* should be of interest to good spellers. The *bi* or *bin* is the same root as occurs in *bicycle*, *binary*, *bicentenary*, etc., and means *two*. When you *combine* you put two things together (*com*, together).

Devoted is a doublet of *devout*; both are derived from a word that means *vow*.

Most of the verbs in the list have corresponding nouns. Of these, *preference* and *occurrence* show a divergence in spelling. The one *r* in *preference* is a result of the accent falling on the first syllable. The noun related to *cease* is *cessation*, to *persuade*, *persuasion*.

Doing the Exercises

Ex. 1: See "Teaching the Words" above.

Ex. 2. a: skidded; b. preferred, occurred; c. conferred, recurred, fulfilled.

Ex. 3. a: *s* as *z* in teased, as *s* in ceased; b. ceasing, teasing; dropped *e* before adding *ing*; c. situate, situation; d. combine and determine; combination, determination; e. prefixes *oc* and *dis*; concurred occur, disguise, concur.

Ex. 4. a: preferred, transferred; b. persuaded, dissuaded; c. occurred, incurred.

Ex. 5. a: tickled; b. skidded; c. scheduled; d. disguised; e. devoted.

Ex. 6. a: e.g., The teacher devoted his leisure to study. The devoted shepherd cared for his flock. c. The man stooped to pick up the burden. The stooped old man carried a burden on his back.

Dictating the Words

You may wish to use the following sentences either to supply context or for variety as complete sentences to be written:

The house was *situated* on a hill. The knight was *disguised* as a beggar. The car *skidded* on the wet road. All noises *ceased* abruptly. The child *teased* the dog. The government was *persuaded* to act at once. Who *tickled* the baby's feet? The principal *combined* two classes for the television lesson. The class *preferred* spelling to grammar. The dog was *devoted* to his master. I *stooped* to pick up the paper. The event *occurred* as *scheduled*. I was *determined* to go.

FOR POOR SPELLERS

1. Write
 - a. the words which contain the sound of long *i*. (disguised, combined)
 - b. three verbs which double the final consonant before *ed*. (skidded, preferred, occurred)
 - c. the words which have the following prefixes: *com*, *pre*, *de*. (combined, preferred, devoted)
 - d. the word in which the prefix *ob* has been modified to combine with the first letter of the stem. (occurred)
 - e. two words in which *ea* spells the sound of long *e*. (ceased, teased)
2.
 - a. Write three words illustrating different pronunciations of the letter *u*. (situated or scheduled, persuaded, occurred. Your pupils may argue for the inclusion or admission of *disguised*, in which *u* is silent.)
 - b. Which word has two acceptable pronunciations for the first three letters? (scheduled)
 - c. Write *ceased* and *teased*. Underline the letter, common to the two words, which is pronounced differently. (*s* – *s* in ceased; *z* in teased)
3.
 - a. Write the verb which cannot take an object; i.e., is intransitive. (occurred; all the others can be used transitively.)
 - b. In a sentence use one of the verbs from the list with the object *the time*. (scheduled, preferred, determined, combined, or devoted)

- c. Ask a question introduced by *Who* and using the word *tickled*.
 - d. Write the words in which you see the following small words: mined, tick, vote, cur. (determined, tickled, devoted, occurred)
4. a. Write the form in the list, the present tense, and the form ending in *ing* of the following: skidded, situated, stooped. (skid, skidding; situate, situating; stoop, stooping)
 - b. Complete by using in the predicate words from the list:
 (i) The huge black cat . . . (ii) Although there was still an occasional roll of thunder, the rain . . . (iii) After careful examination of the scene, the police . . . (iv) The baseball game was . . .
5. a. Write the words from the list which could be defined as follows: (i) concealed identity of (disguised), (ii) arranged the time for (scheduled), (iii) tantalized (teased), (iv) bent (stooped).
 - b. Write the verb the stem of which (i) ends in *le* (tickled), (ii) is of one syllable beginning with consonants (skidded), (iii) has a double vowel (stooped), (iv) begins with soft *c* (ceased), (v) begins with hard *c* (combined).
6. a. Write the form in the list and make an adjective from each of the following: tickle, persuade, prefer. (ticklish, persuasive, preferable)
 - b. Use verbs from the list as adjectives to modify any of the following. Use each noun only once: arrival, mother, old pensioner. (*scheduled, devoted, stooped* are suggested; accept any reasonable combination.)

FOR GOOD SPELLERS

1. a. Write *wrecked* and *wrought*. Explain the similarity between the two words. (Both have silent *w* at the beginning, both are past tense forms.) Write the present tense of *wrecked* and the present tense of *wrought*. (wreck, work. Note the latter particularly; *wrought* is an archaic past tense and is now used in a very specialized manner.)
 - b. Write *glimpse*. Underline the unusual combination of consonants, *mps*. *Glimpse* is probably related in origin to *gleam* and *glimmer*. List several words beginning with *gl* which suggest a quick movement. (glance, glide, glib, glisten, glint, glitter, gleam, etc.)
 - c. Write *squash* and two meanings for *squash*. (kind of game played on a court with a racket; a gourd used as a vegetable; as a verb, to mash)
2. a. Examine and write *combined*. Note the root *bi*, *bin*, from L. *two*, *twice*. Write two or three words in which *bi* or *bin* is used as a hyphenated or unhyphenated prefix in the sense of two or twice. (bi-weekly, bi-monthly, biennial, bifocal, etc.)

- b. Write the names of at least two games, in addition to squash, which are played on a court with rackets. (tennis, badminton, etc.)
 - c. Name two or three members of the gourd family commonly used for food. (pumpkin, cucumber, watermelon, cantaloupe, etc.)
 - d. Several words beginning with *wr* have the suggestion of damage or unpleasantness, like *wreck*. Write some of these words. (wrack, wrangle, wrath, wrench, wretch, wring, writhe, wrong)
- 3.
- a. Several words beginning with *sk* have in common the idea of quick movement. Write two or three of these words. (skim, skip, skid, skittish, skate, ski, skiff, etc.)
 - b. *Schedule* can be traced back to a Latin word which meant the leaf of a papyrus plant, and then a small slip of paper. Explain briefly how *schedule* may have come to have its present meaning.
 - c. Write two or three words which have the spelling *sch* at the beginning pronounced *sk*. (school, schooner, scherzo, scholastic, scheme)
 - d. Write two or three words which are spelled *sch* at the beginning with the sound of *sh*. (schnapps, schist, schottische) Notice that all these words are recent borrowings from another language.
- 4.
- a. Find and write two meanings for *tease*. (vex; pick into separate fibres, comb wool, cotton fibres)
 - b. Define the word *guise*. (style of attire; semblance, assumed, appearance, pretence) Use *guise* to show its meaning.
 - c. *Occurred* and *excursion* are derived from L. *curro*, *cursum*, run. List five or six words derived from the same root. (cur-sive, curriculum, current, currency, etc.)
 - d. Write *devotion* and *devoutness*, both derived from the same root, and entering the language at different times. Use *devotion* and *devoutness* in parallel sentences to show differences in meaning (e.g., The soldier showed great devotion to duty. The nun was known far and wide for her devoutness.)
- 5.
- a. Write two or three sentences describing a stooped old man, his clothes, his walk, the general impression he made on those who saw him.
 - b. Describe as vividly as you can the laughter of a baby being tickled by his big brother or sister – yourself perhaps, if there is a baby in your family.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: disguised, persuaded, preferred

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: occurred (7)

SOME THINGS TO REMEMBER TO HELP YOU WITH SPELLING



1. Remember to follow the study steps when you are learning to spell a new word. Look back to page 5 to recall these steps.
2. Remember that sometimes mistakes in handwriting become mistakes in spelling. Be sure that you know the difference between **gu** and **qu**, for example. Be sure your capital letters are correctly formed. Be sure to dot **i**'s and cross **t**'s. Good writers are often good spellers.
3. Remember that correct pronunciation helps make spelling correct. Listen to each word you are learning to spell. Say it carefully and correctly, giving each syllable its full value.
4. Remember that the words in this spelling book are only a few of the words you must learn to spell and use correctly. You should keep a careful list of words that you yourself need to spell in order to write letters, stories, and your school assignments.
5. Remember to keep a record of any words you misspell at any time. These are words you should be studying most often and most carefully.
6. Whenever and wherever you write, take pride in spelling correctly!

RECAPITULATE AND REVIEW

Here's another list of words to help you review. Include words from your personal spelling list which may not appear here.

accommodate	equipped	municipal	efficient	benefit
supplementary	persuaded	sufficient	official	committee
unconscious	preferred	disguised	definite	principal
pronunciation	grammar	athletics	initial	occurred
government	candidate	suspense	siege	conscience

1.
 - a. Under the heading **Government** write all the words which could be associated with any level of government.
 - b. Write **government**. Separate the verbal part of the word from the noun suffix.
 - c. Write **equipped**. Add the suffix of **government** to the stem of **equipped**.
 - d. List five words in which **ci** spells the sound **sh**.
 - e. Write three words in which **ci** does not spell the sound **sh**.
2.
 - a. Write **definite**. What word is left when you remove the prefix? Check the pronunciation and meaning of the word in the dictionary. Form a third word by prefacing the new word with **in**.
 - b. Write **suspense** and the corresponding verb. In **suspense** replace **sus** with **ex** and **dis**. Show by definition or use that you know the meaning of all three words.
 - c. Write **principal**. The first syllable **prin** is from Latin **primum**, first, and the second syllable is from **cip** or **cap**, Latin root meaning **take** or **capture**, as in **capture** and **captive**. So **principal** once meant **taking first place**. Note: **principal**, **most important**, has the suffix **al**.
3. Which words
 - a. have the stem **fic**? Circle the prefixes. Indicate the stem in some other fashion.

SUGGESTIONS FOR TEACHERS, UNIT 18

Presenting the Words

In the review include words from your own record of pupils' errors. They are more important to your class than a general list. Urge pupils to study the words of their personal spelling lists.

As usual for a review unit, dictate all the words to the whole class, or to that portion of it which has completed the work to page 48. Excuse all pupils who spelled all the words correctly, at least until the final stage of the unit. Eliminate from the list all words that all pupils spelled correctly.

Your class may require several days for the presentation period of the review. If there are many words to be taught, do not attempt to teach them all in one day. It is easier, more economical of time, and sounder teaching to break down the list into three or even four teaching units, depending on the needs of your class and the number of words to be taught.

Just as a reminder – spelling reviews need more enthusiasm and energy from you than do new lessons, since there is nothing glamorous about hash and warmed-over potatoes. Make a determined effort to bring new ideas to the review lessons, and to make pupils interested in self-improvement. Keep check lists or graphs of progress; encourage self-help.

There are many ways of grouping the words according to spelling similarities. *Unconscious* and *conscious* obviously belong together. Have pupils write them so that SCI stands out as being a common element. *Committee* and *accommodate* share the prefix *com*, and stems beginning with *m*. Show pupils who need the reminder that both have two sets of double consonants. In fact, words containing double consonants may well constitute one unit of study – *committee*, *accommodate*, *supplementary*, *grammar*, *equipped*, *preferred*, *sufficient*, *efficient*, *official*, *occurred*. In which is the double consonant the result of a prefix added? – *committee*, *accommodate*, *supplementary*, *sufficient*, *efficient*, *official*, *occurred*.

In which is the double consonant the result of an ending added? – *committee*, *equipped*, *preferred*, *grammar* (*ar*), *occurred*. Let pupils explain the reason for the doubling.

Compare *benefit* without an *e* and *definite* with an *e*, an example of an apparent inconsistency in spelling. *Fit* is a root (from Fr. *fait*, L. *factum*); *ite* is a regular adjective or participle suffix (from L. *itum*, Fr. *ite*).

Municipal and *principal*, as has been pointed out before, have a common root, *cip*, and the same suffix *al*. The first part of *municipal* is related to *munificent* and *remuneration*. *Official*, *efficient*, and *sufficient* may be written offICIAL, effICIENT, and suffICIENT to show the relationship. The *sus* of *suspense* is the same prefix as *sup* of *supplementary* and *suf* of *sufficient*. Underline or mark in some other way the second *s* of *suspense*; there is a tendency to write *c*. *Official* and *initial*, like *municipal* and *principal*, end in *al*; *accommodate* and *candidate* in

ate. Observant pupils may point out to you that the *at* in *pronunciation* is really the same particle. Someone may notice the three different prefixes beginning with *p* – *pro* in *pronunciation*, *per* in *persuaded*, and *pre* in *preferred*. Someone may also remember that *ci* in *pronunciation* might be expected to have the sound of *sh* as in *sufficient* and *efficient*, but hasn't – another inconsistency of the language.

Athletics and *athlete* are Greek derivatives, and regular in this spelling if they are correctly pronounced. Two things in *siege* have to be especially noted – *ie* to spell long *e*, and *ge* at the end.

In *government* the difficulty generally occurs in the syllable *ern*. Draw attention to the correct pronunciation, and make sure pupils realize that *government* is formed from *govern* by the addition of *ment*.

Dictating and Re-teaching

There seems to be no substitute for dictating, checking, dictating again and again until the words are mastered. With some classes it is unrealistic to expect complete mastery for everyone, but everyone should be able to spell almost every word correctly before you go on to Unit 19. Make a careful note of the hard-core errors, and include the words at first daily, and then at less frequent intervals, during the following weeks.

If you wish, you may select context sentences from the following: A *committee* of the *municipal government* was set up to investigate traffic problems. Mr. Smith was the *official candidate* of the new party. The *government* introduced a *supplementary* budget, and *persuaded* the opposition to support it. One *pronunciation* of a word is often *preferred* to another. Correct *pronunciation* and *grammar* are the marks of an educated person. My father is an *official* of a club that encourages *athletics* among boys. The defenders of the city *disguised* themselves as enemy soldiers. The *siege* of the fortress had lasted a long time. The *initial benefit* occurred as soon as the first money was raised. Give me a *definite* answer. The *principal* clause of the sentence was forceful and to the point. My *conscience* does not permit me to do certain things. An office that is operated in an *efficient* manner is *equipped* with modern office machinery. There must be *sufficient* money to buy it. The story-teller was *unconscious* of the *suspense* with which the audience listened.

Towards the end of the review period the re-teaching process must become almost individual. For problem spellers supply large cards with the words written in two- or three-inch letters. Let each pupil have his own set of cards with his own difficulties written on them. He should be encouraged to study the cards in spare moments, to trace the letters, either with his fingers or with crayon on the card or on rice paper. Let poor spellers make generous use of the chalkboard for correcting errors, and for writing out correct forms of words, even for the exercises, which will thus be more easily checked as errors are being made.

IT IS IMPORTANT THAT SPELLING PAPERS, particularly of poor spellers, BE CORRECTED IMMEDIATELY after dictation. Delayed marking destroys much of the learning value of the lesson.

Doing the Exercises

Ex. 1. a: government, candidate, municipal, efficient, official, committee. Use your judgment about accepting *persuaded*, *supplementary* as in the sense of supplementary estimates. b. government; c. equipment; d. unconscious, sufficient, efficient, official, conscious; e. pronunciation, municipal, principal.

Ex. 2. a: finite, limited, within limits; infinite; b. suspend, expense, dispense.

Ex. 3. a: efficient, sufficient, official; prefixes *ef*, *suf*, *of*; stem *fic*; b. unconscious, conscience; circle *consci*; c. accommodate, committee; d. equipped, preferred, occurred; e. municipal, principal.

Ex. 4. a: candidate; b. disguised; c. equipped.

Ex. 5. a: supplementary, committee; b. persuasion, occurrence; c. besiege; d. pro-nun-ci-a-tion; use the markings approved by the dictionaries you are using.

Ex. 6. a: definite; b. athletics; c. grammar; d. benefit.

EXTRA HELP

Ex. 1. a: accommodate, candidate; government, efficient, sufficient; official, principal, municipal, initial; b. government, grammar, disguised; siege; c. conscience.

Ex. 2. a: persuasion, persuasive; b. an initial move or letter; my initials; c. gramophone; suffix *ar*.

Ex. 3. a: beneficial, conferring benefit; b. pronunciation, persuaded, preferred; prefixes *pro*, *per*, *pre*; c. government – govern; pronunciation – pronounce; suspense – suspend; initial – initiate; siege – besiege; official – officiate; committee – commit; d. government; stem govern; committee; stem commit.

Ex. 4. a: complementary; b. definition; c. efficient; d. first *i* short, second long; e. prefixes – *un* and *con*.

Ex. 5. a: Examples might be – Use the definite article in a sentence. The accident occurred at ten o'clock. The initial payment was one hundred dollars. The principal of the school dismissed the class. The invalid was unconscious for two days.

Ex. 6. a: accommodation; b. prescience, conferred; foreknowledge of an event; held a conference; c. athlete; d. Box *ie*; e. committee, suspense.

FOR GOOD SPELLERS

These exercises should be assigned to those who had all words correctly spelled on the first dictation, and perhaps to a few of those who

were excused from further teaching after the second dictation. Average spellers are not expected to do them.

Ex. 1. a: knowledge of all things; omnibus, omnipotent, omniscient; b. *capio*, *captum* – with a prefix this becomes *capio*, *ceptum*, meaning *take*; principal, taking first place; incipient, beginning, i.e., taking into, beginning upon; recipient, one who receives or takes; municipal, see p. 36; deception, a “taking-in” as it were; c. benefactor, beneficial, benefice, beneficiary, benevolent, benevolence, benediction; d. officer, officially, officiate, officious, office-holder.

Ex. 2. a: To be persuasive one must be smooth, sweet – i.e., suave. b. They all suggest completing or fulfilling something. The common root is *ple*. c. *curr*; from *curro*, *cursum*, run. Cursive writing is writing that “runs on”; the letters are not separated as in printing. A “running hand” still describes smooth, flowing penmanship.

Ex. 3. a: mayor, premier, prime minister; b. chairman.

Ex. 4. a: finite, limited, with limits; infinite, boundless, limitless; b. A young man might lay siege to a young lady’s heart. c. analysis, clause, syntax, modifier, subordinate, phrase, etc.; d. phonograph, autograph, geography, etc.; telegram, videogram, grammatical, etc.

Ex. 5. a: papal ambassador to a foreign state; pronunciation; b. enunciate, enunciation, renounce, renunciation, etc.; c. athletic contest of five events in which each contestant took part; similar event in modern Olympic games; root, Greek *athlon*, contest.

FOR THE TEACHER

Doublets – which can also be triplets or quadruplets – are examples of words from the same root, often the same parts of speech, which have been adopted into English at different periods or through different routes. *Pronouncement*, *pronunciation*, and *pronunciamento* are simple examples of the process of doubling or tripling.

Doublets are not necessarily of Latin origin. *Zero* and *cipher* are Arabic; *skirt* and *shirt* are Old Norse and Old English. Some interesting pairs are *abbreviate* – *abridge*; *captain* – *chieftan*; *inch* – *ounce*; *poignant* – *pungent*; *supervisor* – *surveyor*. Sets of more than two words are *chattel* – *cattle* – *capital*; *genteel* – *gentle* – *gentile* – *jaunty*; *quiet* – *quite* – *quit* – *coy*; *legal* – *loyal* – *leal* – *lawful*. There are hundreds more, all revealing sidelights of the development of English as a rich and living language.

- b. have the stem **sci**? Circle the parts of these words which are the same.
- c. share the syllable **com**? Box this syllable in both words.
- d. doubled the final letter before adding **ed**?
- e. share the root **cip**?

4. A few puzzlers

This word

- a. begins with an adjective meaning **frank**.
- b. could change the meaning of **persuaded** by substituting its prefix for **per**.
- c. has a **smart** saying in the middle.

5. Write

- a. the words which are formed from **supplement** and **commit**.
- b. **persuaded**, **occurred**, and the corresponding nouns.
- c. **siege** and the corresponding verb.
- d. **pronunciation**. Mark the syllables and the quality of the vowels.

6. Answer these questions with words from the list:

- a. What kind of article is **the**?
- b. What does an **athlete** indulge in?
- c. What name is given to the structure of a language?
- d. What might you call a ball held to raise money for charity?

Extra Help

1.
 - a. Which words end in **ate**? in **ent**? in **al**?
 - b. Which words illustrate the use of hard **g**? soft **g**?
 - c. What word has three different pronunciations of **c**?
2.
 - a. Write **persuaded**. What noun and adjective have the same stem?
 - b. Use **initial** as an adjective. Add **s** to **initial**, and use the new form as a noun.
 - c. Write **grammar**. Combine the first syllable with **phone** to make a new word. Find the new word in the dictionary. Write **grammar** again, boxing the suffix.

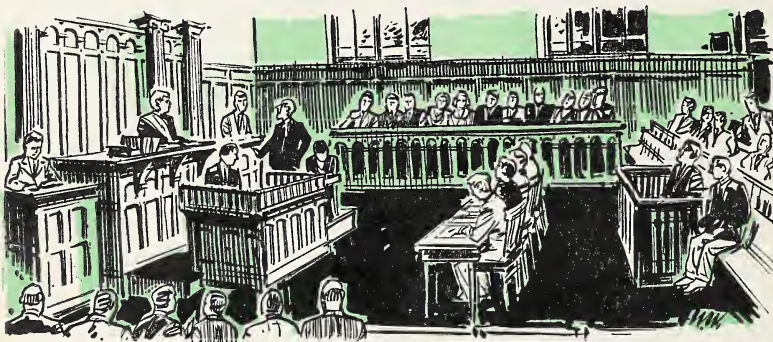
3. a. Write **benefit** and **official**. Combine what is left of these words when you remove the last syllable of one and the first syllable of the other. What does the new word mean?
b. Write all the words which have prefixes beginning with p. Underline the prefixes.
c. Write all the nouns which have corresponding verb forms. After every noun write its corresponding verb.
d. Where the noun is formed from the verb by adding a suffix, write the noun. Underline the stem once and the suffix twice.
4. Write
a. **supplementary**. Replace the prefix with **com**.
b. **definite**. Substitute **ion** for the final **e**. Circle **i** before the **t** in both words.
c. the antonym of **inefficient**.
d. **disguised**. Mark the quality of the **i**'s.
e. **unconscious**. Box both prefixes.
5. Write sentences illustrating a different meaning for every word in bold type:
a. The man had a **definite** purpose in accepting the offer.
b. It had never **occurred** to him that he might have an enemy.
c. The banker put his **initial** on the cheque.
d. What is your **principal** reason for going?
e. I was **unconscious** of any ulterior motive on your part.
6. a. Write **pronunciation** and **accommodate**. Take the suffix from the former and add it to the latter.
b. Write **conscience** and **preferred**. Exchange prefixes. Find the meanings of the two new words.
c. Write **athletics**. What do you call one who takes part in an athletic program?
d. Write **siege**. Box the letter combination which spells **ē**.
e. Which word has three sets of double letters? Which has three s's?

For Good Spellers

1.
 - a. Another word related to **conscience** is **omniscience**. Find its meaning. Write another word derived from the first part of the compound.
 - b. Examine the following words: **incipient**, **recipient**, **principal**, **municipal**, **receive**, **deception**. What is the common root? Consult the dictionary to discover the relationship in origin and meaning.
 - c. With the help of the dictionary list four or five words which contain the root **bene**.
 - d. Write two or three words besides **official** which are based on **office**.
2.
 - a. Try to trace a relationship between **suave** and **persuade**.
 - b. What relationship in meaning is there among **supplement**, **complement**, **implement**? What would you think is the common root of these words?
 - c. Examine **recurrence**, **currency**, **incurred**. Find their common root. How is **cursive** related to these words? Use the dictionary to help you.
3.
 - a. What is the head of government called at the municipal, provincial, and federal level?
 - b. What title is given the head of a committee?
4.
 - a. Write **finite** and **infinite**. Carefully define these words to indicate the difference in meaning.
 - b. Use the term **lay siege to** in a metaphorical sense.
 - c. List three or four grammatical terms which do not concern the parts of speech.
 - d. Write six words which contain the root **graph** or **gram**.
5.
 - a. What is a **Papal nuncio**? To what word in the list is **nuncio** related?
 - b. Write two or three additional words which belong to the same word family.
 - c. What is the **pentathlon**? How is this word related to **athletics**?

COURTS AND THE LAW

crown	judge	judgment	persuaded	attorney
opinion	suspend	prejudice	supreme	witness
lose	jury	judicial	challenged	sole
doubt	testimony			competent



1. Answer with words from the list:
 - a. On behalf of whom or what is the prosecuting lawyer acting in a Canadian court?
 - b. What group of people delivers the verdict?
 - c. Who passes sentence?
 - d. In a court case what do the witnesses supply?
 - e. What is the highest court in the land?
2.
 - a. Which words in the list would you say are related in origin?
 - b. Write **judge** and **judgment**. What is particularly noteworthy in the spelling of **judgment**?
 - c. What is the root of **prejudice**? Write **prejudice**. Box the root and underline the prefix.
 - d. In **judicial** and **prejudice** circle the parts which show the words to be similarly derived.

SUGGESTIONS FOR TEACHERS, UNIT 19

Introducing the Unit

Use the illustration to introduce the unit or, better still, an account of a trial in a newspaper. Television has made young people intensely aware of court procedure, although not always of the correct procedure or of the procedure in Canadian courts. Accordingly the words should have an intrinsic interest.

Teaching the Words

Have pupils write *judge*, *judgment*, *judicial*, and *prejudice*. Let them note the similarity among the words; underline the common letters *jud*. It is apparent that *jury* also bears a relationship. Have them circle *dg* of *judge* and *judgment*. (The spelling *judgement* is preferred in England; in Canada the *e* is regularly omitted.) A *prejudice* is literally a *pre-judgment*. *Challenged* has the same soft *g* as *judge* and *judgment* but no *d*.

Crown is a worn-down form of *L. corona*, crown, which is still used to refer to the small disc of light around the sun or moon, and also serves as a botanical, astronomical, and architectural term. It appears as well in *coroner* and *coronet*. In some parts of England you still see and hear *crowner* for *coroner*.

Supreme is the superlative form of the adjective of which *superior* is the comparative. The last syllable is an example of the relatively rare use of silent *e* to make the preceding *e* long.

For some reason *opinion*'s two *i*'s and two *n*'s seem to cause confusion in the minds of poor spellers. Here is a case where dividing the word into syllables seems to help – *o-pin-ion*, or any division your dictionary suggests. Have pupils circle *pin*, and box *ion*.

Doubt, like *debt*, incorporates an overly zealous scholar's attempt to indicate the Latin source of *doubt*, which had come through French and had lost the *b* in transit. Draw attention to the silent letter.

Lose is one of the few instances in which *o* alone spells the sound of *oo*. Note also that *s* spells the sound of *z*. Do not confuse poor spellers by making a comparison with either *loose* or *choose*; teach *lose* on its own until it is thoroughly learned.

In *testimony* errors tend to occur at *i* and in the suffix *mony*. Have pupils box or circle *i*. Forming *testimonial* from *testimony* may help consolidate the correct spelling *mony*; in *testimonial* *y* has changed to *i* before *al*.

Suspend is the verbal form of *suspense*, and you have probably already referred to it in teaching *suspense*, pp. 38, 48. Recall the root, *pend*, hang, and have pupils form related words as suggested for *independent* earlier. *Persuaded* presumably has been fairly well established by now; it appears merely for consolidation.

Doing the Exercises

Ex. 1. a: the crown; b. the jury; c. the judge; d. testimony; e. Supreme Court.

Ex. 2. a: judge, judgment, prejudice, judicial, jury; b. omission of *e*; c. *jud*; prefix *pre*; d. Circle *jud* or *judic*.

Ex. 3. a, b, d are based on prejudice.

Ex. 4. Accept the judgment of your students.

Ex. 5. a: *u*; b. persuaded, challenged; c. crowned, lost, doubted, judged, suspended, prejudiced.

Ex. 6. a: opinion; b. testimony; c. suspend; d. doubt.

Ex. 7. Select some of the dialogues and have students act them for the class.

Re-teaching

Regroup the words for re-teaching. If you have used the structural approach as suggested, place more emphasis on letter combinations. Which combinations you stress will depend, of course, on which your pupils have wrong. Do not waste time teaching words your class can already spell.

FOR POOR SPELLERS

1.
 - a. Write the word that might be used in conjunction with each of the following: a duel, a foreman, handing down a sentence, a witness, a king. (challenged, jury, judge or suspend, testimony, crown)
 - b. Write the nouns from which the following adjectives have been formed: prejudicial, opinionated, doubtful. (prejudice, opinion, doubt)
 - c. Which words have meanings opposite to dissuaded, win, certainty? (persuaded, lose, doubt)
 - d. From the list select and write reasonable synonyms for belief, bias, paramount. (opinion, prejudice, supreme)
2. Write *win* after the letter if you think there is a chance of winning, *lose* if the prospect is a losing one:
 - a. The bases are loaded, and your pitcher has had a run of poor luck.
 - b. You've had an argument with your parents about your bedtime. You've asked to see a television show at 11:30 on school nights.
 - c. A terrier is in a fight with a boxer. You are pulling for the terrier.
 - d. Your cat has taken on a neighbour's dog.(Accept your pupils' judgment. You are interested only in the spelling.)
3. Write
 - a. the adjective that ends in *al*. (judicial)
 - b. two verbs in the past tense. (persuaded, challenged)
 - c. the word in which *s* has the sound of *z*. (lose)
 - d. three words in which *g* is soft. (challenged, judge, judgment)
 - e. the word that has four syllables (testimony)

4. Answer with a word from the list:
 - a. What is a king or queen's symbol of authority? (crown)
 - b. What consists of twelve good men and true? (jury)
 - c. Who sits in judgment? (the judge)
 - d. What may judges do with a sentence when they want to have it put off to a later date, or indefinitely? (suspend)
5. Which word
 - a. has the prefix *pre*? (prejudice)
 - b. has *ci* spelling the sound of *sh*? (judicial)
 - c. has the suffix *ment*? (judgment)
6.
 - a. Write the words the initials of which spell COLD. (crown, opinion, lose, doubt)
 - b. Subtract the last letter of this word and you have a big black bird. (crown - crow)
 - c. The first syllable of this word means to take a light evening meal. (supreme - sup)
 - d. Remove the beginning and ending of this word and you are left with a sharp pointed fastener. (o-pin-ion - pin)

FOR GOOD SPELLERS

1.
 - a. Write *sole*. Write three distinct and different meanings for *sole*. (adj., only, one; noun, a flat-fish, the bottom of a shoe or foot; also used as a verb, to sole a shoe)
 - b. Write *witness*. Remove the suffix. What does the root mean? (wit, n., humour, intelligence, from OE *witan*, to know) Write two or three words with the same root. (witty, witless, unwittingly, witticism, etc.)
 - c. American usage often makes *attorney* completely synonymous with *lawyer*. Use the dictionary to help you write an exact definition of *attorney*. Write *attorney*, marking the syllables. (one appointed to act for another in business or legal matters; at-tor-ney)
 - d. Write *competent*. Find the root by removing prefix and suffix. The root meant originally *seek*. Compare and write related words *petition*, *competition*, *competitor*.
2.
 - a. Form two more words with the same root as *testimony*. Use one of them to illustrate its meaning. (testify - Will the witness testify to the accuracy of the statement? testimonial - The watch was presented to the retiring manager as a testimonial of appreciation. testament - I have drawn up my last will and testament.)
 - b. *Crowner* is still used occasionally in England for *coroner*. Use the dictionary to help you explain the relationship between *crowner* and *coroner*. (See teaching material above.)
 - c. What are two or three additional words derived from *corona*? (corona, coronet, coronation, coronary, etc.)

3. a. Write two or three words derived from *doubt*, and two or three derived directly from its Latin ancestor, *dubitum*. (doubtful, doubtless, undoubtedly; dubious, dubiously, indubitably, dubiety, etc.)
b. What is another English word into which *b*, now silent, has been inserted? (debt)
c. Express the idea of *losing* in two or three different ways. (misplace, mislay, drop, forfeit, be deprived of, fail to keep, etc.)
d. Use a different expression for *lose* in each of the following phrases: (i) lose a close relative (be bereaved or bereft of), (ii) lose one's mind (become insane, have a mental breakdown, etc.), (iii) lose one's money (become bankrupt, become poor, suffer a financial loss, etc.).
4. a. List two or three things about which many people are prejudiced.
b. Select one of the items listed in a. and explain why the prejudice is wrong.
5. a. Explain in your own words the difference in general meaning between an opinion and a judgment. Illustrate your explanation by using both words. (An opinion may, but need not, be based on a consideration of all aspects of a subject, i.e., an opinion may be based on prejudice rather than fact. A judgment should be based on a careful consideration of all aspects of a matter.)
b. In what court or courts is there no trial by jury? (juvenile and family courts; magistrate's courts; under some circumstances an individual may select trial by a judge alone; some courts in Quebec do not use juries under French law; some civil cases do not go to a jury.)
6. Explain briefly what a suspended sentence is in a court of law.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: judgment, opinion, persuaded

MOST COMMONLY MISSPELLED WORD REPEATED FROM EARLIER BOOKS: lose (6, 7)

3. Read the following statements carefully. Decide whether they are based on **evidence** or **prejudice**. Then, according to your judgment, write **evidence** or **prejudice** after the letter preceding each statement.

- a. All native people are unintelligent.
- b. All teen-agers are rude.
- c. All amphibious animals can live on land and in water.
- d. All blondes are prettier than brunettes.

4. For each of the following indicate whether there is **doubt** or **no doubt** in your mind by writing **doubt** or **no doubt** after the letter:

- a. The jury always arrives at a just decision.
- b. The judge should pass a suspended sentence in certain cases.
- c. The testimony of an eye-witness is always reliable.

5. a. Write **persuaded**. Which vowel has an unusual pronunciation?

b. Which two words end in **ed**? Explain the soft **g** in **challenged**.

c. Write the past tense of the other words which can be used as verbs.

6. Which word

- a. spells **onion** when two letters are omitted?
- b. contains the word **test**?
- c. has the same root as **independent**?
- d. has a silent **b**?

7. Put yourself in the position of one of the characters in the picture on page 52. Describe what is happening, or what happened to bring matters to the point in the illustration. You may choose direct conversation, or the form of a play, or you may prefer to write a newspaper account of the trial.

DON'T SHUN THIS ONE!

conversation	quotation	accommodate	constellation
regulations	co-operate	definite	proportion
illustration	circulation	anticipation	intimate
distinct	digestion	selection	quotient
destination	connection	explanation	

Examine **quotation** and **conversation**. You will notice that they are formed by adding **ation** to **quote** and **converse**. In words in which the stem already ends in **t**, as in **selection** and **connection**, how is the noun formed? What happens when the stem ends in **ate** as in **regulate** and **illustrate**?

Knowing the stem of a word can help you to spell the final sound of **shun** correctly. Not all words use **tion**. You will find words like **expression**, **suspicion**, **suspension** where **shun** is spelled **ssion**, **cion**, **sion**. The stem or the root of the word helps you to choose the correct spelling for the final syllable.

- List all the words which end in **ation**. After each word write the corresponding verb. Take particular note of **explanation**. How does the stem of **explanation** differ from the verb stem?
 - Write the nouns which are related in meaning and origin to the following verbs: **select**, **illustrate**, **digest**.
 - Write **anticipation** and its corresponding verb. Use the verb to explain how eagerly you are looking forward to some important event in your life.
- List all the words which end in **tion** preceded by a consonant.
 - Write **connection**. Check the spelling of **connection** in several dictionaries. What alternative spelling did some of the dictionaries give?
 - Form nouns from **definite** and **distinct** by using the suffix **ion**. Underline the final syllable in both words.

SUGGESTIONS FOR TEACHERS, UNIT 20

Teaching the Words

The introduction in the pupils' text, p. 54, is self-explanatory. The suffix *tion* is still at work forming nouns; analogy is a powerful factor in keeping it alive. Many of the words in *tion* were Latin nouns with the same ending; some have been formed from Latin participles, neuter singular, ending in *tum*; still others are purely the result of analogy. The slang word *botheration* is an example.

It is important to remind pupils (paragraph 2) that not all "shun" words spell the syllable *tion*; *ssion*, *sion*, *cion* are all fairly common. Just one thing is sure – except for the word *shun* itself, the syllable is never spelled *shun*.

Ex. 1. a. and 2. a. suggest a method of grouping the *tion* words – according to their stems. One group has stems ending in *a*, the other stems ending in a consonant before *t*; that is, *t* is actually a part of the stem.

In addition, you might teach *conversation* and *connection* together. Both have the prefix *con*. In both cases verbs can be found by removing the suffixes – *converse* and *connect*. Incidentally, the operation emphasizes the previous groupings according to stems; note that *t* remains as part of the stem in *connect*, is lost with the suffix in *converse*. The same thing is true of *quotation*, *explanation*, and *destination*, not of *anticipation*, *illustration*, and *regulation(s)*. Notice that the verb forms of nouns whose stems end with a consonant before *t* are all obtained by dropping *ion* – *digest*, *connect*, *select*.

Two of the words have *de* as prefixes – *definite* and *destination*. Note *di* of *distinct* and *digest*. Have students supply *extinct* and *instinct*, *congest* and *ingest*. Since *distinguish* has already appeared in the word list, note the relationship between *distinguish* and *distinct*. "It is not difficult to distinguish between objects that have distinct characteristics, or are distinctly different."

Circulation has a root that is to be found in many words in common use – *circle*, *circus*, *circulate*, *circular*, etc.

Students who have had experience with *municipal*, *princicipal*, *principle*, should recognize the same root in *anticipation* (*cip*). Some students who have met the still-active prefix *anti* may question *anti* in *anticipation*. Actually it is a corruption of *ante*, before. Other words with the same prefix are *antecedent*, *anteroom*, *antechamber*, etc. See the work "For Good Spellers".

You may want to draw attention to the great variety of prefixes appearing in the words: *il* (*in*), *di*, *ex*, *co* and *con*, *com* (in *accommodate*), *anti* (*ante*), *se*. The *re* of *regulations* is part of the stem or root.

Words containing double letters are *illustration*, *co-operate*, *connection*, *accommodate*. The soft *c*, followed in both cases by *i*, appears in *circulation* and *anticipation*, soft *g* in *digestion*.

Doing the Exercises

Ex. 1. a: conversation – converse, regulations – regulate, illustration – illustrate, destination – destine, quotation – quote, circula-

tion – circulate, anticipation – anticipate, explanation – explain; verb stem has long *a*, spelled *ai* (explain); b. selection, illustration, digestion; c. anticipate.

Ex. 2. a: digestion, connection, selection; b. connexion; c. definition, distinction; d. collection; root *lect*.

Ex. 3. a: accommodation, co-operation; b. destination, regulations.

Ex. 4. a: circulation; b. illustration; c. quotation.

Ex. 5. a: (ii) and (iv) direct quotation, (i) and (iii) indirect quotation; b. digestion, circulation; c. conversation; d. regulations.

Ex. 6. a: quotation marks; b. definite; c. distinct, definite (indistinct, indefinite).

The boxed suggestion at the bottom of page 55 may be used either by pupils individually in their notebooks, or by the class on the chalk-board or on a chart. Such a list can become a valuable reference.

Dictating the Words

After the initial presentation, dictate the words in context. Suggest that pupils follow the study steps in re-learning any words they misspelled. Check the corrections to be sure that pupils are not practising errors during their study time.

Re-teaching

Have pupils say the words carefully, enunciating each syllable, and then repeating the words as complete units. Do not have pupils write the correction of a misspelled word more than three times; anything beyond that number is likely to be a waste of learning time. Investigate and remove causes of error in the spelling of individual pupils. Use exercises "For Poor Spellers" during the re-teaching time, but only for those who need the extra practice.

The final test of mastery of the words will come when you include them in the dictation of mixed word lists in which words with other spellings for the "shun" syllable appear.

FOR POOR SPELLERS

1. a. Write the nouns related to the following verbs: converse, quote, explain, regulate. (conversation, quotation, explanation, regulations)
b. Write the adjectives related to the following nouns: distinction, definition. (distinct, definite)
c. Which words in the list bear a relationship to the following: circle, congested, mode? (circulation, digestion, accommodate) Underline the parts of the words that show the relationship. (circ, gest, mod)
2. Which word
a. has the prefix *anti*? (anticipation) What does the prefix mean? (before)
b. has a modified form of the prefix *in*? (illustration)
c. has two sets of double letters? (accommodate) Of what prefix is *ac* a modified form? (ad)
d. uses a hyphen between prefix and stem? (co-operate)

3. Which word means
 - a. place for which a person or object is bound? (destination)
 - b. talk? (conversation)
 - c. preparation of food in the stomach and bowels for assimilation? (digestion)
 - d. work together? (co-operate)
4. Write
 - a. *distinct*. Change *dis* to *ex*, and add *ion* to the new word. (extinction)
 - b. *connection*. Change *ion* to *ive*, and to *ed*. (connective, connected)
 - c. *regulations*, and an adjective derived from the same root. (regular, regulatory)
 - d. *definite*. Substitute *in* for *de*. Write *definite* again, and now write *in* before *definite*. (infinite, indefinite)
5. Use a word from the list in writing a statement
 - a. to tell a friend that you will be going to Banff for your summer vacation. (destination)
 - b. to explain that your uncle's boat can put up only four people for an overnight trip. (accommodate)
 - c. to describe a drawing in one of your books. (illustration)
 - d. to repeat something that you and a friend said last night. (quotation or conversation)
6.
 - a. Write all the words the stems of which end in *ct*. (distinct, connection, selection)
 - b. Which words are adjectives? (distinct, definite)
 - c. Which word shares a root with *municipal* and *principal*? (anticipation) Underline the root. (cip)

FOR GOOD SPELLERS

1.
 - a. Which word is derived from L. *stella*, star? (constellation) Explain the connection in meaning. (constellation, a group or collection of stars)
 - b. Which of the Extra Words are used in a mathematical context? (quotient, proportion)
 - c. Write *intimate*, followed by a noun related to it. Use the noun to show that you know its meaning. (intimacy or intimation)
 - d. Explain what a *quotient* is. Write *quotient* after the part of the following computation that is the quotient: $3 \div 4 = \frac{3}{4}$.
2.
 - a. Make a short list of three or four words that begin with *co*. (co-worker, co-pilot, co-education, co-religionist, etc.)
 - b. Make a similar list in which *co* is used as a prefix without a hyphen. Check with the dictionary to make sure you are right. (coefficient, coherent, coexistence, etc.)
 - c. Use the dictionary to determine the difference between *anti* and *ante* used as prefixes. (anti - opposite or against; ante - before)
 - d. Write two or three words which use *anti* in the sense of opposite or against. (antibody, antibiotic, antidote, antipathy, etc.)

- e. Write two or three words which use *ante*. (antecedent, antechamber, antediluvian, anteroom, etc.)
3. a. *Distinct* and *distinguish* (p. 38) are closely related in derivation. Use the dictionary to trace the relationship. (L. *stingere*, *stinctum*; *distinct* is from the past participle, *distinguish* from the present stem of the same verb) Add three or four words that are also related. (extinct, extinguish, distinctive, instinct, instinctive, etc.)
- b. Write two or three words which bear some relationship to *co-operate* through its root *oper*, work. (opera, opus, operable, operation, etc.)
- c. Write a few words which contain the word *work* as a stem. (workable, re-work, co-worker, unworkable, workaday, etc.) For additional ideas refer to *wrought*, p. 45.
- d. List nouns and verbs other than those related to *operation* and *work* that refer in some way to work. (labour and derived words, employ and related words, use, make an effort, etc. Pupils should be able to supply quite a long list.)
4. a. What are some inventions which have helped to make physical work easier? (wheels, levers, pulleys, more complicated machines of various kinds, lubrication to overcome friction; accept pupils' answers as long as they show some consideration of the problem.)
- b. What is meant by *destiny*? Write *destiny* and a close synonym. (fate)
- c. With which word in the list would you associate the expression "turn a fine phrase"? If you sometimes wonder why conversation goes round and round and gets nowhere, remember that it is derived like verse from the root *vert*, *vers*, turn. Write a number of words that contain *vers*. (converse, inverse, reverse, reversible, diverse, etc.)
5. a. Compare the meaning of *connection*, *join* (n.), *junction*, *juncture*. Use the four words to show differences in meaning. (Examples - The telephone connection was cut during the storm. The join in the wire was carefully soldered. The city was situated at the junction of the two rivers. At this juncture in the negotiations, there was violent disagreement. Pupils' answers should be carefully checked in the dictionary for accuracy of meaning and use.)
- b. What are two or three school regulations which are important to the general conduct of the school?
- c. What are two or three community regulations which are important to the welfare of your community?

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: accommodate, definite

NO WORDS REPEATED FROM EARLIER BOOKS OF THE SERIES

TESTS TO BE USED AT MID-TERM IF SO DESIRED

These tests are supplied for your convenience. They are roughly equivalent in difficulty. Use one or both of them at your discretion.

Test I

DICTATE EACH WORD IN CONTEXT.

hosiery	mileage	accessories	assistance
approached	bachelor	creature	fiercely
siege	achievement	recognize	formerly
diary	athletics	strength	loose
economical	ceased	wieners	whether
deceived	guarantee	exhaust	obedient
appropriate	unconscious	persevere	amateur
representatives	committee	suspense	sufficient
principal	definite	scheduled	judgment
accommodate	connection	prejudice	preferred
maintenance			

READ EACH SENTENCE ONCE. DICTATE IN PHRASES OR THOUGHT GROUPS, THEN RE-READ AS A WHOLE.

1. The scientist wanted to know how well the laboratory was equipped.
2. The maintenance of an amateur sports program was a matter of principle.
3. An efficient manager is dissatisfied with any decrease in the quality of effort.
4. The judge required a clear and definite explanation before he was persuaded to express an opinion.

Test II

DICTATE EACH WORD IN CONTEXT.

co-operate	doubt	occurred	combined
auxiliary	effect	initial	conscience
committee	principle	column	volume
patience	capable	disguised	exceeding
athletics	tobacco	skilful	accidentally
guard	achievement	separate	temporary
siege	judgment	accessories	restaurant
noticeable	persuaded	pronunciation	efficient
accommodate	digestion	grammar	government
determined	lightning	interfere	candidate
amateur	successful	nuclear	acquainted
recognize			

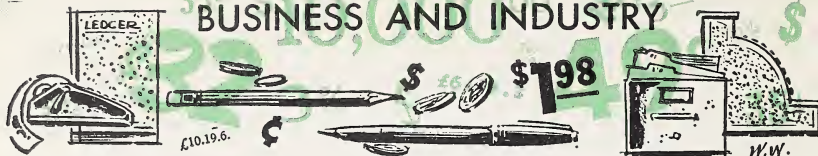
READ EACH SENTENCE ONCE. DICTATE IN PHRASES OR THOUGHT GROUPS, THEN RE-READ AS A WHOLE.

1. The principal congratulated the athletes on their success.
2. Medical evidence suggests that tobacco is bad for the health.
3. If hosiery is properly fitted, it does not have to stretch too much.
4. Generally, pedestrians are less dissatisfied than motorists with the quality of road maintenance achieved by municipal governments.

- d. Write **selection**. Replace the prefix **se** by **col**. Underline the root common to both words.
3. a. Write **accommodate** and **co-operate** and the related nouns. Use **ing** and **ive** to form adjectives derived from **accommodate** and **co-operate**.
b. Which noun from the list is related in meaning and origin to **destiny**? to **regular**?
4. Which word
a. is used in connection with both blood and newspapers?
b. means both an **example** and a **picture in a book or magazine**?
c. means **the amount stated as the price of stocks on the market** as well as an **exact excerpt from speech or writing**?
5. a. Write **direct quotation** or **indirect quotation** after the number of each of the following:
(i) Mary said that she could not attend the meeting.
(ii) Mary said, "I cannot attend the meeting."
(iii) Mrs. Frisby ordered the man to move away from the door.
(iv) "Move away from the door," Mrs. Frisby ordered.
b. Which two words from the list are used to name operations of the human system?
c. Which word denotes informal talk?
d. Which word appears in the list in the plural?
6. Answer with words from the list:
a. What are these punctuation marks called: "..."?
b. What kind of article is **the**?
c. Which two adjectives can be given opposite meanings by prefixing **in**?

Set up a list of tion words, and a parallel list of other words spelling this syllable differently.

BUSINESS AND INDUSTRY



business	commercial	financial	statistics
co-worker	develop	debt	millionaire
superintendent	transfer	annual	label
transaction	stationery	salary	apprentice
distributed	estimated	wharves	wholesale

The transaction of business is an important part of Canada's economy, and words pertaining to business occur in everyone's conversation and writing. As with science, many of the words of business came into English from Latin because Latin was for many centuries the international language of Europe.

But the word **business** itself is of Anglo-Saxon or Germanic origin, formed from the adjective **bisig**. No one knows how the **u** crept into the spelling. It is probably someone's spelling mistake fossilized and made permanent.

- Write **business** and the adjective on which it is based. Underline **u** and circle **i**. Remember the business man's motto: The customer is always right; that is, **U** must always be considered before **I** am.
 - Which verbs in the list are in the past tense? From both form abstract nouns by adding the appropriate suffix to the stem of the verb.
 - Write **distributed**. Drop the prefix and the ending **d** and write at least three words formed from the root of **trib**. Check with the dictionary to be sure the words are related.
- The letter **b** has played hide-and-seek in **debt**. Once **debt** was spelled **dette** like the corresponding French word. Then

Introducing the Unit

The financial section of a daily newspaper could well be used to introduce the unit on words from business and industry. It should not be difficult to find most of the words in the list occurring at least once. *Financial* itself will probably be found in large black letters, and in all likelihood so will *business*. These words, which are more distant from the experience of adolescents, need more motivation than words they are likely to use in their daily writing and speech.

Teaching the Words

Two of the words, *transaction* and *stationery*, can be used as links with the preceding unit on "shun"; have pupils point out that *tion* appears in both *transaction* and *stationery*. Underline *tion*.

Transaction and *transfer* share the prefix *trans*, meaning *across*. For good students, trace the relationship between *agent* (p. 30), and *transaction*, both from *L. ago, actum*, I do or act. An *agent* *transacts* business. *Transfer* has the same root as *preferred* and *interfere* (p. 38). Pupils should supply the forms *transferred* and *transferring*, and in some classes words like *transferable* and *transference*. Note that *transfer* may be used as noun, verb, and even adjective, e.g., transfer form, transfer book, transfer truck, etc.

Co-worker, like *co-operate*, has not yet fully absorbed the prefix.

Although *stationery* in the form of letters does a great deal of travelling, the root of *stationery* is *sta*, from the Latin verb *sto, statum*, stand. The origin is clearly seen in *station*, the stem of *stationery*, and in *stationary*, which means *standing* or *not moving*. (Do not refer to *stationary* at this time if your pupils are poor spellers.) Find *station* in *stationery*; have pupils underline or circle it.

Financial and *commercial* end in *cial*; note the spelling *ci* for the sound of *sh*. The suffix *al* is also found in *annual* (*L. annus*, year). As a point of interest, *financial* is derived from the same root as *definite* and *final* – *fin*, meaning end or limit. If your financial arrangements are good, you bring an end to your debts.

As Ex. 4. c. indicates, there are Old English parallel words for the Latin-derived *annual* and its kin – *yearly*, *annual*; *half-yearly*, *semi-annual*; etc. *Salary*, some pupils will remember, is salt money, from *L. sal*, salt. *Debt*, like *doubt*, has an intrusive *b* (Ex. 2. a).

Have pupils form words from the stem of *estimated* – *estimation*, *inestimable* – and from the stem of *develop* – *development*, *undeveloped*, *developing*, *under-developed*. Have pupils develop *business* from *busy* (with *y* changing to *i* before the suffix) plus *ness*. No one knows how or why *u* appears at all.

Have pupils write *distributed*, remove the prefix and the ending to obtain *tribute*. From *tribute* form *tributary*. The root of *superintendent* has already appeared in Book 8 (*intend*, p. 38). Show how *superintendent* grows from it – *super* + *in* + *tend* + *ent*. From *tend* there can also be formed *intend*, *extend*, *pretend*, *distend*, etc.

Doing the Exercises

Assign the exercises in whatever order fits your teaching plan. Use only those exercises, or modifications of them, that suit the needs of your class.

Ex. 1. b: distributed, estimated; distribution, estimation; c. tribal, tribute, tributary, retribution, attribute, tribunal, etc.

Ex. 2. a: debt – something or amount owed; debit – entry in account of sum owing; v. – enter (sum or account) against or to a person; accept any definition that shows pupil's understanding of meaning; b. (ii and iv), salary; c. commercial, financial; commerce, finance; circle *ci*.

Ex. 3. a: envelop; development, envelopment; b. transfer, transaction; inaction, reaction; infer, refer; action, actor, react, actual, etc.; inference, reference, preference, confer, etc. c. statue, statute, stationary, statuary, station, static, statistics, etc.; bracket *station*.

Ex. 4. a: transaction, transfer, transoceanic, transcontinental, trans-Canada, etc. b. co-worker; together or with; c. yearly; d. two prefixes, *super*, *in*; suffix, *ent*.

Ex. 5. You may wish to use Ex. 5 at the beginning rather than at the end of the unit, to motivate the correct spelling of the words. However, generally it is better to ensure that words are going to be correctly spelled before assigning a formal written exercise of this nature.

Dictating and Re-teaching

Follow the procedure suggested for earlier units.

EXTRA WORDS

These should be assigned only to good spellers. The material given below may be assigned with or without preliminary teaching on your part, depending on the quality of your class.

FOR POOR SPELLERS

1. Answer the following questions using at least one word from the list in every answer:
 - a. On what does a letterhead appear? (stationery)
 - b. What is paid by an employer in return for services rendered? (salary)
 - c. What person might be in charge of operations in a factory? (superintendent)
 - d. In what section of the paper do stock and bond prices appear? (business or financial)
 - e. On what basis is interest often calculated? (annual)
2.
 - a. Include the words *business* and *develop* or some form of the latter in a statement about the growth of your community.
 - b. Use *commercial* in a sentence describing a course that might be offered in a high school.

- c. In a question about examination papers use the word *distributed*.
 - d. Very briefly explain why it is inadvisable to go into *debt*. Use *debt* in your explanation.
3.
 - a. Refer to p. 38 to find a word with the same root as a word in the list. Write both words. (transfer, interfere, or preferred)
 - b. Write *annual*, and the words which mean *every two years*, and *lasting several years*. (biennial, perennial)
 - c. Write the word that contains *action*. Change *trans* to *in* and *re*. (transaction, inaction, reaction)
 - d. Refer to p. 54 for a word that has something in common with *co-worker*. Write both words. (co-operate)
 4. Write
 - a. the word that has something in common with *doubt*. (debt)
 - b. a noun derived from an adjective. (business)
 - c. three adjectives with the same suffix. (commercial, financial, annual)
 - d. two nouns ending in *y*. (stationery, salary)
 - e. two verbs in the past tense. (distributed, estimated)
 5.
 - a. Write *estimated* after the number if the figure is likely to be an estimated rather than an exact price: (i) \$12.98, (ii) about \$100, (iii) \$478 per month, (iv) roughly \$500 per month. (ii, iv)
 - b. Write the words that are in some way connected with tributary, active, mercantile, debit. (distributed, transaction, commercial, debt)
 - c. Which words in the list suggest (i) movement? (transfer, transaction, distributed, of which transaction might be omitted), (ii) growth? (develop), (iii) money? (debt, salary, financial, commercial; accept business, transaction as well)
 6.
 - a. Write *debt* and the words in the list which begin with its letters. (distributed or develop, estimated, business, transaction or transfer)
 - b. Write the word that contains another word meaning *propose*. (superintendent)
 - c. Which word has a final syllable meaning *chop off*? (develop)

FOR GOOD SPELLERS

1.
 - a. Follow the study steps in learning the Extra Words.
 - b. Define *statistics*. Use *statistics* in referring to the population of Canada.
 - c. Write *millionaire*. What is a billionaire? Explain the difference between the meaning of billion in the U.S.A. and in Great Britain. Which usage do you accept? (U.S. and generally Canada - a thousand million; Great Britain - a million million)

- d. What is the opposite of *wholesale*? (retail) Use both *wholesale* and its opposite to show the difference in their meaning.
2. a. If you were living in the Middle Ages in what trade would you like to be an apprentice?
- b. Describe some of the sights and sounds you associate with wharves.
- c. What is the singular of *wharves*? (wharf) What is the plural of dwarf? (dwarfs; there is also authority for wharfs)
- d. Show that *label* can be used as both noun and verb.
3. a. Name two or three positions which, like that of superintendent, are supervisory. (foreman, manager, supervisor, department head, etc.)
- b. What word, with the same root as *superintendent*, means a bid for a job or purchase? (tender)
- c. Which of the following are likely to receive salary and which wages: teacher, chemical engineer, carpenter, iron moulder, clerk, bricklayer? (salary – teacher, chemical engineer, clerk)
- d. From what sources other than wages or salary do people receive income? (investments, profits in business, royalties, pensions, etc.)
4. a. Which of the following sell wholesale and which retail: a department store, a corner grocery, a manufacturer of bedding, an electronics distributing centre? (wholesale – manufacturer and distributing centre)
- b. Name some of the equipment you might find in a business office. (typewriter, comptometer, files, stationery, etc.)
- c. What equipment might a door-to-door salesman carry? (sample case with stock, order forms, identification, etc.)
- d. What equipment does a check-out clerk or a clerk behind a counter generally require? (cash register, sales slips of some kind, scales, bags and wrapping materials, etc.)
5. a. Name three of Canada's large banks.
- b. Write *mercantile*. Underline the part that shows its common origin with *commercial*. Show by using *mercantile* that you know what it means.
- c. Which government department compiles statistical data regarding Canada? (Dominion Bureau of Statistics)
6. Head two columns DEBIT and CREDIT. In each column write two or three items regarding yourself which you consider to be on the debit or credit side of your personality or character or appearance.

NO MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: business (5, 6), develop (7), stationery (7)

some scholar put the **b** back in to indicate the Latin origin of the word (**debit**). **Debit** appeared in English later with a different meaning. Write **debt** and **debit**. Define both words.

b. Write salary. This word, as you already know, is derived from the Latin word for **salt**. A dictionary will help you to differentiate between **salary** and **wages**. Write **salary** after the numbers of the following which constitute salary rather than wages:

(i) \$1.90 per hr., (ii) \$10,000 a year, (iii) pay for unskilled labour, (iv) regular pay on a monthly basis.

c. Write the two words which end in ial. To what nouns are they related? Circle the letters which spell the sound **sh**.

3. Write

a. develop. Change **de** to **en**. Add **ment** to both words.

b. the two words which have the same prefix. For both words change the prefix to **in** and **re**. The roots **act** and **fer** (**do** and **carry**) have produced whole families of words. Write at least two more words belonging to the family of **act** and **fer**.

c. stationery. Check the meaning in the dictionary. The root **sta** (**stand**) from which **stationery** is derived has also produced many English words. One of them appears in Unit 1. Write it and two others derived from the same root. Write **stationery** again. Bracket the whole word you see in it. Box **e**.

4. Write

a. the words which begin with trans (across). Write two compound words of recent formation which use **trans**.

b. the hyphenated word. What is the meaning of **co** when used as it is here?

c. annual and a word of Anglo-Saxon origin which means the same as **annual**.

d. superintendent. Box two prefixes and the suffix. Write **superintendent** again, and note all the **e**'s.

5. Write a business letter to the superintendent of a factory, requesting that you be taken on as an apprentice to learn the business. Suggest that salary could be discussed during the course of an interview. Be sure your letter is neatly written and correctly spelled.

ADJECTIVES MODIFY

grateful
merciful
eager
prominent
bitter
timid
similar
religious
actual
solemn
social
steady
intramural
fiery

weird
fascinating
primitive
picturesque
enthusiastic

To modify is to **change slightly** or to **qualify**. An adjective modifies the meaning of a noun or of a pronoun. Usually the modification narrows the meaning of the noun. For example, the combination **a man** tells you very little about man. Insert almost any adjective between **a** and **man**, and the picture in your mind is immediately narrowed down; it becomes the picture of a particular kind of man—an eager man, a solemn man, a bitter man. You can see what an important role the adjective plays.

1.
 - a. Select three adjectives from the list and use them separately with the same noun to show how the adjective can modify the meaning of the noun.
 - b. Use **fiery** with each of the following nouns to show shades of meaning of the adjective: sunset, eye, temper.
 - c. Write **religious** with any of the following nouns which it could properly modify: person, ceremony, jury, stature.
 - d. Write **intramural** with any of the following nouns which it could properly modify: sports, competitions, pies, societies.
2.
 - a. Write three adjectives from the list which can be changed to adverbs by the addition of **ly**. Add the suffix to the adjectives.
 - b. Which three adjectives end in **al**? Form other words from the roots obtained by dropping **al** from two of the adjectives.
 - c. Which adjectives have the suffix **ful**? Write the nouns related to these adjectives.

SUGGESTIONS FOR TEACHERS, UNIT 22

Teaching the Words

Since the words in the list are selected on the basis of function only, examine them for similarities in structure and spelling. By this time pupils should have had enough experience to do the job of grouping for themselves. In fact, they may be able to see groupings you overlooked. Encourage them if they do.

Grateful and *merciful* are clearly a pair, sharing the suffix *ful*. Note the different effects of the suffix on the stems in the two words. In *grateful* the stem remain unchanged; in *merciful*, *y* has changed to *i*. Compare not only words like *bountiful* and *fanciful* but words like *happiness*, *business*, etc., which also have a suffix beginning with a consonant. In *intramural*, *social*, and *actual* the suffix is *al*. Pupils should be encouraged to keep a list in their notebook of words ending in *al*. Most of them will be adjectives; a few will be nouns. *Principal*, *municipal*, *ideal*, *initial*, *judicial*, *commercial*, *financial*, *chemical*, all appear in the Book 8 word list. Additional examples will come from pupils' reading. When discussing *actual* refer to the preceding unit for *transaction* and the root *act*. Have pupils remove the suffix of *social* to get *soci*, and from it *society*, *association*, and associated words. Do not overlook *ci* spelling the sound of *sh*; compare the *ci* of *merciful*.

Steady and *fiery* both end in *y*. To be especially noted are *ea* in *steady* spelling the sound of short *e*, as in *bread*, *head*, etc.; and the combination *ie* in *fiery*. There is a temptation to transpose *r* and *e* to make the spelling conform with *fire*. Have pupils circle, box, or otherwise mark the troublesome combination. Note: The Concise Oxford Dictionary gives the pronunciation *fīr* – i.e., one vowel sound, the long *i* – and no alternatives. Webster's New World Dictionary gives this pronunciation first, and *fī-er* – i.e., two vowel sounds – as an alternative.

Pupils should notice that *ea* in *eager* spells a sound different from *ea* in *steady*. Observant students will draw your attention to the second syllable in which *g* followed by *e* is hard rather than soft as you would expect. Point out that there are many exceptions, generally among very commonly used words like *girls*, *get*, *give*; in fact, compare *jet*, *get*, and *gem*, *give* and *jive*.

In *prominent*, *timid*, *similar*, you might expect a double *m*. However, in these words the *i* is regularly short, so that the syllable division is generally shown as *pro-min-ent*, *tim-id*, *sim-il-ar*. Nouns from these adjectives are *prominence*, *timidity*, *similarity*. Have your pupils mark the *i*'s in some way to help their recollection of them. *Bitter*, on the other hand, is quite regular in using two *t*'s to keep *i* short. What would *biter* say?

The *ous* of *religious* is a common adjectival suffix (see Unit 38). For it substitute *on* to make the corresponding noun. A common error in *religious* is to transpose *e* and *i*. Help pupils to think of *re* as a prefix, so that they may remember the combination of *r* with *e*. *Solemn* is one of a small set of words that end in *mn* – *hymn*, *column*, etc. The

n is silent in *solemn*, but its presence is felt when the noun *solemnity* is formed. *Intramural* is made up of *intra*, within, and *mural*, from L. *mur*us, wall.

Doing the Exercises

Ex. 1. a: a merciful man, a grateful man, a prominent man; accept any reasonable combination; c. religious person, ceremony; d. intramural sports, competitions, societies.

Ex. 2. a: gratefully, mercifully, eagerly, prominently, bitterly, timidly, similarly, religiously, actually, solemnly, socially, steadily, intramurally. Note that when the stem ends in *l*, the result of adding the suffix is a double letter; when the stem ends in *y*, the *y* changes to *i*. Accept any three. b. actual, social, intramural; actuary, actuate, society, associate, etc.; c. grateful, merciful; gratitude or gratefulness, mercy.

Ex. 3. a: solemn, religious; b. circle *n*; column, hymn; c. similar – dissimilar.

Ex. 4. a: prominent; b. imminent – about to happen, close upon; c. timidity, similarity, actuality; in each case the noun is the state of being of the adjective, i.e., *timidity* is the state of being timid. Take any reasonable explanation which shows that pupils understand the meanings of the words.

Ex. 5. a: grateful, eager, bitter, steady; accept any answers that pupils can support by reference to a dictionary. *Bitter* might modify *berries* and *words*. b. association, society, sociability; c. The glow of the flame was steady in the quiet air.

Ex. 6. Accept any choices of modifiers that make sense, e.g., either the *fiery* sun or the *fiery* clouds, not both.

Dictating and Re-teaching

You might dictate each adjective with a familiar noun, preferably from among the words that have already been studied. You will thus also be testing the retention of the previous learning. Examples follow: the grateful candidate, the merciful judge, an eager immigrant, a prominent business man, in bitter silence, a timid assistant, a religious volume, the actual quotation, the solemn jury, a social creature, steady applause, intramural athletics, a fiery effect.

Take the opportunity to review any of the nouns that were misspelled.

FOR POOR SPELLERS

1. a. Which words end in *y*? (fiery, steady)
- b. Write the word that has had *y* changed to *i* before the addition of its suffix. (merciful)
- c. In which word does *g* followed by *e* not have the sound of *j*? (eager)
- d. Which words have a short *i* followed by a single consonant? (timid, similar, religious, prominent)

2. a. Write the words whose initials spell GAME. (grateful, actual, merciful, eager)
 b. Which word rhymes with *ready*? (steady) with *factual*? (actual) with *litter*? (bitter)
 c. Write *similar* and *solemn*, and the nouns formed from them. (similarity, solemnity)
 d. In a sentence write an announcement of a social event to be held a week from today. Use *social* in the announcement.
 e. Write the heading for a schedule of intramural hockey or volleyball games to be played this week.
3. a. Form adverbs from these adjectives: *actual*, *steady*, *merciful*. (actually, steadily, mercifully)
 b. Write *bitter* after the numbers of those things that might be described as bitter: (i) vegetables, (ii) sorrow, (iii) marmalade, (iv) sugar. (i sometimes, ii, iii, even iv, sugar when it is burnt!)
 c. Write *solemn* after the numbers of those places in which a solemn atmosphere might be expected: (i) cathedral, (ii) theatre, (iii) temple, (iv) mortuary. (i, iii, iv)
4. Use a word from the list in answering the following questions:
 a. What kind of ceremony is a christening? (religious)
 b. What kind of function is a coffee party? (social)
 c. What kind of event is one that is not fictional? (actual)
 d. What word might be used to describe two objects that are like? (similar)
 f. How do you feel towards someone who has been kind to you? (grateful)
5. Which adjective might describe
 a. arrows used to set a besieged fortress on fire? (fiery)
 b. a flame that burns without a quiver? (steady)
 c. a rabbit that shies at a shadow? (timid)

FOR GOOD SPELLERS

1. Which of the Extra Words
 a. is an exception to the usual rule of *i* before *e*? (weird)
 b. has an unusual ending? (picturesque)
 c. is a synonym of ancient or simple? (primitive)
 d. means ardently zealous? (enthusiastic)
 e. means irresistibly attractive? (fascinating)
2. a. The Old English word *wyrd* (weird) meant *fate* or *destiny*; and so the adjective came to mean supernatural, uncanny, unearthly. Use *weird* to describe a strange event that you have witnessed or participated in. It need not be true.
 b. Explain what might be meant by a *social reform*.
 c. Explain what is meant by a *social occasion*.

3. a. Supply three or four words that might be used instead of *fiery* in a description of the flames of a prairie or forest fire. (glowing, blazing, many-hued, heat-laden, etc.)
b. What descriptive adjectives or phrases could be substituted for *timid* in describing a person? (shy, fearful, frightened, rabbit-like, mouse-like or mousy, diffident, nervous, apprehensive, etc. Exact synonyms should not be required.)
c. One synonym for *eager* is *keen*. Use *keen* in a different sense from that of *eager*. (a keen blade)
d. What is an antonym of *similar*? (dissimilar, unlike, different)
e. In a *bitter orange*, *bitter* describes a taste. Write two or three other adjectives descriptive of taste with nouns they might modify. (sweet candy, sour apples, tart lemons, spicy pickles, peppery meat, salty olives, etc.)
4. a. What is a mural? (a wall painting or decoration covering all or the greater part of a wall)
b. Write several words related to *grateful*. (gratitude, ingratitude, ungrateful, etc.) *Grace* and *graceful* are derived from the same Latin root, but with a stopover in France. Add a word or two related to *grace*. (gracious, ungracious, disgraceful, etc.)
c. *Actuary* is like *actually* in structure and origin. What is an *actuary*? What branch of mathematics does he practise? (expert authority on rates of mortality and other details of life, fire, and accident insurance, pensions, etc.; actuarial mathematics)
d. Name four great world religions. (Christianity, Judaism, Mohammedanism or Islam, Buddhism, Hinduism, Shintoism, etc.)
5. a. Write three or four adjectives which, like *picturesque*, end in *que*. (antique, baroque, unique, oblique, opaque, burlesque, etc.)
b. Write three nouns which the adjective *primitive* might be used to modify. (Accept a wide range here – art, man, music, actions, dance, painting, language, etc.)
c. Name three prominent features of the landscape in the vicinity in which you live.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME: intramural, prominent, religious, similar

3. a. Write **solemn** and another adjective from the list which might be associated with it in meaning.
b. Write **solemn** again. Circle the silent letter. What other word do you know which ends in **mn**?
c. Which word in the list forms its antonym by using the prefix **dis**?
4. a. Which word has the prefix **pro**? Use this word to modify **business man** and **feature**.
b. Write **prominent**. Change the prefix to **im**. What is the meaning of the new word?
c. Write **timid**, **similar**, and **actual**. What nouns correspond to these adjectives? Explain the relationship in meaning between the noun and the adjective.
5. a. From which adjectives can you form nouns by adding **ness**? Use one of the adjectives to modify **berry** and **words**. Use another to modify **youngster** and **athlete**.
b. Write **social**. Write two nouns formed from its root. Clue: Try the prefix **as** to help you find one of the nouns.
c. Write **steady**. Use it as a predicate adjective to describe the glow of a flame.
6. Rewrite the following paragraph, using adjectives from the list to modify the meaning of some of the nouns:

The sun was setting; the sky was filled with clouds of red and orange. A hush fell upon the gathering of men and women and, as if with an ungovernable impulse, they bowed their heads. Suddenly darkness was upon them, and a deepening silence which was broken by a voice which said . . .

Complete the story with a sentence or two.

Remember to proof-read for spelling and punctuation. Write clearly and carefully.



A NASTY LOT

abuse	robbers	burglar	deceived	poverty
quarrel	vulgar	stupid	disgust	slaughter
grouch	rascal	stingy	destroy	plague
absurd	bullet	ache		dismal

Collected here is a thoroughly nasty lot of words. At any rate, they name or describe thoroughly nasty persons, actions, deeds! Yet they have their good uses, and many of them have long and honourable histories. For example, it would be hard to guess that **absurd** is from Latin **surdus**, meaning **deaf**, and that **bullet** and **bulletin** are related in origin as well as in spelling.

- From the list select the adjectives which describe qualities found in the following: miser, idiot, braggart, clown.
 - Which two nouns in the list have similar meanings?
 - Select two words which can be used both as nouns and as verbs.
- Write
 - the verb which appears in the past tense.
 - two pairs of words having the same prefixes.
 - the word which means **scamp**.
 - the verb which corresponds to the noun **destruction**.
 - a synonym for **common**.
- A surprising number of "growly" words begin with the consonant combination **gr**. Write **grouch** followed by at least three growly words which begin the same way. Write **grouch** again, bracketing the whole word which it contains.
 - Write **deceived**. What rule tells you that **ei** is the correct spelling for **ē**? Substitute two other prefixes for **de**, and write the nouns which correspond to the three verbs you now have.

SUGGESTIONS FOR TEACHERS, UNIT 23

Introducing the Words

The unifying element among the words of the unit is one more of atmosphere than of meaning. Not remarkably, words of abuse and of insult are often more colourful than their more pleasant antonyms. Moreover, they tend to reveal more about human attitudes and reactions. For example, the colloquial, "He's just a dumb farmer" shows the urban citizen's disrespect for his country cousin, and the ordinary man's lack of sympathy for and understanding of any physical deformity. The development of meaning of *absurd*, p. 60, indicates that the latter attitude goes back at least as far as Roman times. *Vulgar* has similarly deteriorated in meaning. At first *vulgar* meant merely *usual* or *commonplace*. Man's snobbishness made what was usual *vulgar*. *Stupid*, too, has come down in the world. Originally it meant *struck senseless*, and so *amazed*. *Stupendous*, amazing to the point of stunning, still retains something of the old sense. The modern meaning of *stupid* is not hard to trace. It is not so easy to determine how *stingy* came from *sting*, in one of its meanings, a *nipping* of the wind, unless the parsimonious person has the same nipped look as the fellow who has been turned chilled and blue by the sting of the wind.

The expression, *to take in* or *to be taken in*, is not too far removed from the original sense of *deceive*, to take in, from L. *capio*, *captum*, through French *decevoir*.

Disgust meant literally at one time a *taste against*, from L. *gustus*, meaning *taste*. The expression "to have no taste in clothes, music", etc., is still felt as a metaphor; in *distasteful* and *disgust* the metaphor has disappeared almost completely. *Destroy* is a well-worn form (from Norman French) of L. *destruere*, which has also produced *destruction*. (Cf. *construction*, p. 42.) *Quarrel* is also from an Old French word, descended from L. *queri*, complain. The adjective *querulous* shows its Latin ancestor quite clearly.

Ball, *ballot*, (Papal) *bull*, *bullet*, *bulletin* are all from the same source, L. *bulla*, a knob, a bubble. *Bullet* comes from the sense of ball; the first bullets were balls, and were so called; *bullet* is a diminutive form, meaning a *little ball*, as the bullet was. The meaning of *bulletin* is from French from Italian *bulletta*, a lottery ticket, from the earlier meaning *seal*, i.e., the knoblike seal of wax on letters. You are advised not to enter into so much detail with an average or poor class. An advanced class should be stimulated to find this information on its own.

The intrusion of *h* into *ache* seems unnecessary since the spelling of *ache*, verb, was quite intelligibly and intelligently *ake*. The change probably came about because the noun was earlier pronounced *aitch*, and so was correctly spelled *ache*. Words like *bake*, *batch*, show the same differentiation between verb and noun. In *ache* the pronunciation of the verb and the spelling of the noun remain to make life more difficult.

Ex. 3. a: draws attention to the number of "growly" words that, like *grouch*, begin with *gr*.

Draw attention to the *arr* of *quarrel*; there is little in the pronunciation to remind writers of *a*. *Bullet* and *robbers* also have double letters. Note the two pairs of words that have similar prefixes – *abuse* and *absurd*, *deceived* and *destroy* (Ex. 2.b). *Burglar* and *vulgar* both end in *ar*, a regular adjective ending, *abuse* and *ache* in mute *e* with a preceding long vowel. In *rascal* let pupils note *c* with sound of *k*, and the ending *al*.

Doing the Exercises

Ex. 1. a: stingy, stupid, vulgar or absurd, absurd; b. robbers, burglar; c. ache, grouch, quarrel, abuse.

Ex. 2. a: deceived; b. abuse and absurd, deceived and destroy; c. rascal; d. destroy; e. vulgar.

Ex. 3. a: gruff, grunt, growl, bracket *ouch*; b. *i* before *e*, except after *c*; c. misuse. Accept any sentences that show a differentiation in meaning between *misuse* and *abuse*. d. ache.

Ex. 4: Accept the rhymes produced by pupils. You may use the following to prime the pump, if you like: a. What rouses disgust? b. Can he really be stupid? c. Is every quarrel? d. And looks like a grouch.

Ex. 5. b: niggardly, absurd, quarrel; c. burglary; d. quarrel, robbers, bullet; e. vulgar, burglar.

Ex. 6. a: a(bus)e; b. bullet – pullet; c. (dis)gust; d. destroy.

Ex. 7. Let your class dramatize one or two of the better dialogues.

FOR POOR SPELLERS

1. Write

- the words which have the prefix *de*. (destroy, deceived)
- two words which have the same suffix. (vulgar, burglar)
- two words which begin with *st*. (stupid, stingy)
- the word which ends with *st*. (disgust)

2. a. Leave out *h* and you have the highest card in the suit. (ache – ace)
- b. Change the last two letters to *se* and you have a game bird. (grouch – grouse)
- c. Drop the last letter and you are left with a sharp pain. (stingy – sting)
- d. Subtract *et* and the remaining word is a male animal. (bullet – bull)

3. What is it?

- The verb that tells what these people do consists of one three-letter syllable. (robbers – rob)
- The second syllable of this word spells the name of an ancient city. (destroy – Troy)
- Add *ity* to four of these words and you have four nouns. (absurd, vulgar, rascal, stupid) Write the words and the newly-formed nouns.

4. a. Write *rascal*. Make an adjective by adding *ly*. What happens to the final *l* of *rascal*? (nothing. The *l* of the suffix makes the double letter.)
 b. Write *quarrel*. What adjective can be made from it? (quarrelsome)
 c. Write *burglar*. Write a sentence telling what crime a burglar commits. (burglary)
 d. Write *deceived*. What is the corresponding noun? (deceit)
 e. Use *ache* in an adjective form to describe a pain in your wrist. (aching)
5. a. Write all the words in the list whose initial letters are in the first third of the alphabet. (abuse, grouch, absurd, bullet, burglar, ache, deceived, disgust, destroy)
 b. Arrange in alphabetical order the words which begin with *a*. (absurd, abuse, ache)
 c. Which word means *ridiculous*? (absurd)

FOR GOOD SPELLERS

1. Among the Extra Words which word
 a. inserts *u* to keep *g* hard? (plague)
 b. has an example of silent *gh*? (slaughter) What is the corresponding verb? (slay)
 c. is the noun corresponding to the adjective *poor*? (poverty)
 d. means *dreary*? (dismal)
2. a. *Dismal* was originally a compound word, Old French *dis mal*, from L. *dies mali*, evil days; these were two special days in each month in medieval calendars. Use *dismal* to modify days.
 b. Give an example of some famous plague in history. (The Black Death, which spread over Europe in the 14th century; the Great Plague of 1665-6, which swept London before the Great Fire; the Plague was either cholera or the bubonic plague.)
 c. Name one or two epidemic diseases which have caused thousands of deaths when they spread over the earth. (bubonic plague, cholera, malaria, smallpox, influenza, diphtheria, etc.)
 d. Name two or three criminals whose crimes are closely related to those of the burglar. (thief, robber, hold-up man, highwayman, pickpocket, etc.; all crimes involving stealing)
3. a. Describe in a sentence or two something you consider absurd.
 b. In a sentence tell about something you consider an abuse of a privilege accorded to students of your school.
 c. Suggest a remedy for the abuse.
 d. Write one word that expresses the idea of a quarrel more strongly, and one that suggests something a little milder than an outright quarrel. (fight, brawl, altercation, etc.; disagreement, argument, dispute, etc.)
4. a. *Vulgar* meant originally *pertaining to the crowd, to the common people*. Write another word that means *pertaining to the people*, but does not have a derogatory tone to it. (popular)

- b. How do *common* and *vulgar* differ in meaning? (Common is sometimes used in the same sense as vulgar. However, it still retains its meaning of *belonging to* or *open to the public, belonging equally to*, or *done by more than one* as in "by common consent".)
 - c. Write the verb related to *stupid*. (stupefy)
 - d. Write the noun related to *destroy*. (destruction) Change the prefix on the noun to *in* and *con*, and then write the verbs corresponding to the new nouns. (instruction, construction; instruct, construct)
5. a. Write two words, differing in pronunciation, that end in the combination *aughter*. (daughter, laughter, etc.)
- b. Write three or four nouns, not necessarily close synonyms, that express the idea of poverty. (indigence, want, destitution, penury, privation, etc.)
- c. Similarly write three or four nouns that express the idea of disgust. (loathing, abomination, abhorrence, repugnance, aversion, distaste, etc.)
6. Try to construct a crossword puzzle, using some of the words in the list.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: ache, deceived

- c. Write **abuse**, and then substitute the prefix **mis** for **ab**. Show by using the two words that you know the difference in meaning between them.
- d. Which word employs **h** to keep **c** hard?
4. Complete the following rhymes with lines ending in words from the list:
- a. The men can't trust, c. Do you notice how oral . . . ?
b. Dear fat little Cupid! d. He walks with a slouch.
5. a. Anything bullet-shaped today is far from ball-shaped, but the word **bullet** preserves the memory that the first bullets were balls. Write **bullet**. Underline **et**. This suffix is a French diminutive ending — it indicates that the ball is little.
- b. Which word is a synonym for **niggardly**? for **ridiculous**? for **dispute**?
- c. Write **burglar**. From it form the word which is the act performed by a burglar. Note the sound of the two vowels followed by **r**. The sound is almost the same, the spelling different.
- d. Which words have sets of double consonants?
- e. Which words end in **ar**?
6. **Word games**
- a. Drop the first and last letters to name a public vehicle.
- b. Change the first letter and you have a young hen.
- c. Take off the prefix and what's left is a rush of wind.
- d. Knowing the noun you would expect the verb to be **destruct** but it isn't.
7. Write a dialogue, in dramatic form if you prefer, between an old grouch and a young rascal.



REVIEW

judge	ache	debt	intramural	opinion
accommodate	definite	doubt	stationery	salary
develop	similar	quarrel	prominent	steady
deceived	scissors	tobacco	quantity	twelfth
laboratory	suspend	patience	judgment	stretch

- Write the word which
 - represents one part of a dozen.
 - names a cutting instrument.
 - has a prefix meaning **within** and a root derived from the word for **wall**.
 - means **outstanding**.
- Which two words, both nouns, are similar in meaning?
 - Which words differ only in the middle vowel sound? What letter is silent in both words?
 - Write **prominent**. Change **t** to **ce**, and define the new word.
 - Write **opinion**. Form an adjective by adding **ated**. Show that you know the meaning of the adjective.
- Answer every question with one word from the list:
 - What are cigars made of?
 - Who passes sentence in a court of law?
 - What is his decision called?
 - Where does a scientist do his experimental work?
 - On what does he write his reports?
- Write **similar**. Form its antonym by using a prefix.
 - Write **deceived**. Prefix **deceived** with **un**. How does the addition of **un** affect the meaning of **deceived**?
 - Write the singular and plural forms of both **quantity** and **salary**.

SUGGESTIONS FOR TEACHERS, UNIT 24

Teaching the Words

Do not waste time and effort on words your pupils have already mastered. Dictate all the words in the review list, and any words not in the list with which your class has had particular difficulty. The pre-teaching test papers must be checked carefully, first by the pupils themselves, and then by you to make sure that no errors have been overlooked. Eliminate from further teaching all words that all pupils have spelled correctly. Excuse from further teaching all pupils who spelled all the words correctly. It may be that your class does not require this unit at all. If so, omit it entirely, or confine yourself to the work "For Good Spellers", which provides some enrichment and practice in vocabulary building and extension.

For those pupils who need more teaching, present the review words as if they were new, with the reservation in your own mind that you are going to place stress on the parts of the words which in your experience have proved to be spelling problems.

Stretch and *twelfth* are unusual in that they have one vowel each and six consonants. In *twelfth*, poor writers sometimes make errors as a result of poor letter formation rather than poor spelling; watch for the combinations *we* and *ft*. A similar difficulty sometimes exists in *debt* and *doubt* with the combination *bt*. *Debt* and *doubt* should be taught together because of the silent *b* in both. In *judge* and *judgment* *d* is the villain; pupils should be able to supply similar words like *bridge*, *edge*, *lodge*, etc. Note that *e* is dropped in *judgment*; you may want to compare *acknowledgment*.

Salary, *laboratory*, *quantity*, and *stationery* are nouns ending in *y*; pupils should be able to give you plural forms for all but *stationery*, which rarely appears in the plural. Have pupils note *ar* in *salary*, and the single *l*. Even at this stage some writers make an error in *qu*; watch for the combination in *quarrel* as well as *quantity*.

There are troublesome silent letters in *ache* and *scissors*. Make sure that the *h* of *ache* is not transformed into *k*. In spite of constant repetition, *scissors* seems to be a steady source of error; remind pupils of *sc* at the beginning, like *science*, and of *ss* in the middle.

Patience and *stationery* both have *ti* spelling the sound of *sh*; have pupils notice *ence* in *patience* and *e* in *stationery*. *Prominent* and *judgment* both end in *ent*. *Prominent* might be pronounced and spelled in syllables, and then put together again as a whole word – *pro-min-ent*. *Steady*, like *ready* with which it rhymes, has *ea* spelling the sound of short *e*; pupils should give you similar words like *head*, *bread*, *spread*, *breath*, etc.; note also the single *d* in *steady*. *Develop*, *deceived* and *definite* all begin with *de*. Points of error are: the addition of a final *e* in *develop* to bring it into line with *envelope*; the combination *ei* and the substitution of *s* for *c* in *deceived*; and *ate* for *ite* in *definite*. Your class, of course, may go off the path at some other spot.

Suspend, *accommodate*, and *intramural* – especially the first two – illustrate the use of common prefixes. Pay special attention to the

double letters in *accommodate*, and to the *a* of *intra* in *intramural*; *intra* is sometimes confused with the more usual *inter*. *Similar* is noteworthy for the single *m* and the suffix *ar*.

Even reasonably good spellers occasionally are confused regarding the single *b* and the double *c* in *tobacco*. It sometimes helps pupils to remember if they are asked to draw a vertical line between the two *c*'s, and if they are asked to say the last two syllables, sounding both *c*'s.

A trick that sometimes helps poor spellers remember the spelling of *opinion* is to have them pick up the *pin*; another is to have them see that *opinion* minus *pi* spells *onion*.

Just as a reminder, if you have many of the review words to teach, do not attempt to cover the unit in one or two lessons. In the end you will be conserving time and energy if you teach a few words at a time, and ensure learning. It is advisable periodically during the time set aside for review to dictate all the words to all pupils, even to those excused from teaching periods. This procedure keeps all pupils alert to the need to maintain their efficiency. It gives good pupils the satisfaction of perfect papers, and it avoids any pupils' escaping regular teaching periods by a fluke or as a result of dishonesty or short-term retention.

The following sentences may be used in dictating the words. The *judge* said there was no *doubt* in his mind regarding the cause of the *quarrel*.

The *laboratory* in this school can *accommodate* every pupil in the *twelfth* grade.

In my *opinion*, a *steady* job with a good *salary* will *develop* as a result of this decision.

The men began to *quarrel* because they were in doubt as to the meaning of the *judgment*. The seller had *deceived* them about the size of the *debt*. The *scissors* could not cut the cloth easily because of its tendency to *stretch*.

The *stationery* on which the letter was written is *similar* to mine.

The dealer bought a large *quantity* of *tobacco*.

The letter was not *definite* as to the number of people the hotel could *accommodate* comfortably.

I can feel the *ache* in my knee.

You must have *patience* with young children.

The coach will *suspend* the player so that he cannot play in *intramural* games.

The business man was *prominent* in all community activities.

Doing the Exercises

Select the exercises you need for the words your pupils consistently misspell. Do not assign the exercises as busy-work to pupils excused from the teaching periods.

Ex. 1. a: twelfth; b. scissors; c. intramural; d. prominent.

Ex. 2. a: opinion, judgment; b. debt, doubt; b; c. prominence; n., state of being distinguished or outstanding; d. opinionated; e.g., His stand on the matter proved that he was a very opinionated man.

Ex. 3. a: tobacco; b. judge; c. judgment; d. laboratory; e. stationery.

Ex. 4. a: dissimilar; b. undeceived; negates the original meaning; c. quantities, salaries.

Ex. 5. a: stationery i, iii, iv; b. ii, iii, v are definite; i, iv, vi doubtful; c. Accept any reasonably good sentence; e.g., The fisherman suspended a weight from the rod. The judge suspended the sentence of the convicted burglar. I will suspend judgment on this particular matter until I have more information.

Ex. 6. Be sure that the sentences are complete and that the word from the list is correctly spelled.

EXTRA HELP

To be used during the re-teaching periods, and only for those pupils who are studying the words used in the exercises.

Ex. 1. a: similar i, iii, iv; dissimilar ii, v; b. extramural i, ii, iv; intramural iii, v.

Ex. 2. a: steadily; changed *y* to *i*; b. twelve; c. undeceived; negates the original meaning; d. stretch – an expanse, the ability to expand; e. judge, development.

Ex. 3. a: doubt, debt; b. develop; c. stationery; d. opinion; e. quarrel, quantity; f. scissors.

Ex. 4. a: ache, suspend, patience, prominent; b. quarrelsome; prone to quarrel.

Ex. 5. a: accommodate; b. deceived; c. stationery; d. quantity; e. laboratory.

Ex. 6. a: tobacco; b. twelfth; c. judge; d. stretch; e. quarrel.

FOR GOOD SPELLERS

Ex. 1. a: both derived from *murus*, wall; immure – to wall in, to shut in; intramural – within the walls; b. An opinion is merely a belief; it is not necessarily true. opinion – judgment, belief; fact – something that has happened or been accomplished or done; a truth; c. all relate to feeling. The original Passion was the *suffering* of Christ; from that the meaning has generalized and then specialized again. A passionate person feels strongly; people who are compatible literally feel or suffer together, and so get along together because they have the same feelings; *in* is a modification of the negative prefix *in*. An impassioned speaker speaks with feeling; *in* here is a modification of the intensive prefix *in*. An impatient person will not suffer, i.e., will not put up with, annoyances; compare the expression “to suffer fools gladly”. Sympathy is fellow feeling, “feeling with” someone. A pathetic person invites sympathy; he has suffered.

Ex. 2. a: homestead, bedstead, steadfast; b. hesitation, uncertainty, indecision, wavering, distrust, etc. There are similar meanings for the verb. c. imminent, prominent; d. twine, twist, twin, between, twain, etc.

Ex. 3. a: tomato or potato; moccasin; Saskatchewan, Ontario, Manitoba, Quebec; b. a figure of speech in which two things are compared by using *like* or *as*, e.g., My leg ached as if a thousand hornets were stinging it. c. mower or scythe or shears; scissors, razor, clippers; mower, harvester, combine, sickle, scythe, clipper; whip scythe, sickle, mower. Accept any answer that suits the situation.

Ex. 4. An acrostic is a poem or other composition in which the initial letters of the lines make words.

Ex. 5. If the exercise is to have any value it should be checked at least for spelling.

FOR TEACHERS ONLY

Tobacco is only one of many names of things that came into English in more or less modified form with the object itself. The caribou, for example, is native to Canada. Its name is of Algonquin origin, *khalibu*. The French settlers heard it as *caribou* and that is how it remained in English. *Tea* came from China where the mandarins called it *ch'a*, the sailors and traders who borrowed it from Malay and Dutch, *tay*, and so it was pronounced in English until fairly recently. The Arab discovered coffee and called it *qahwe*. The French learned coffee-making from the Turks, and called the new drink *café*, whence English got *coffee*. *Café* was borrowed a second time in the sense of a place where coffee is drunk, a coffee-house, and now any kind of restaurant. English is still borrowing names of things as divergent in kind as the kimono and the sputnik.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: accommodate, deceive, ache, definite, judgment, intramural, quantity, laboratory, opinion, patience, prominent, similar, stretch, tobacco

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: develop (7), scissors (6, 7), stationery (7), twelfth (5, 6)

5. a. Write **stationery** after the number of any of the following which could be classified as stationery:
(i) paper, (ii) typewriter ribbons, (iii) envelopes,
(iv) greeting cards.
- b. Write **definite** after the numbers of those of the following which you would consider definite answers to questions, and **doubtful** after the numbers of those which you would consider indefinite or doubtful answers: (i) maybe, (ii) yes, (iii) no, (iv) perhaps, (v) certainly, (vi) I'm not sure.
- c. Use **suspend** or a form of **suspend** as the bare predicate in sentences with the following objects:
a weight from the rod.
the sentence of the convicted burglar.
judgment on this particular matter.
6. Using a word from the list in each sentence tell
- how many guests your house could accommodate overnight if there were an emergency.
 - how bad a toothache can be.
 - what patience is required to train a puppy.
 - how miserable it is to be in debt.

Extra Help

1. a. Write **similar** after the numbers of the following which are similar in meaning, and **dissimilar** after the numbers of those which are unlike in meaning:
- demolish—destroy,
 - definite—vague,
 - develop—ripen,
 - accommodate—oblige,
 - prominent—inconspicuous.
- b. Write **extramural** after the numbers of those activities which usually take place out of school hours, and **intramural** after the numbers of those which usually take place during school hours:
- inter-high basketball games,
 - square dancing,
 - mathematics lessons,
 - skating races,
 - history classes.

2. Write
- steady**. Add **ly**. What change did you make in the stem?
 - twelfth**. From what cardinal number is this word derived?
 - deceived**. Add the prefix **un**. How does this addition change the meaning of the original?
 - stretch**. Find two meanings for **stretch** used as a noun.
 - judgment** and **develop**. Take the suffix from the former and add it to the latter. What words have you now?
3. Write
- two words in which **b** is silent.
 - the word which rhymes with **envelop**.
 - the word which contains another word meaning a **stopping-place for trains**.
 - the word which means **belief** or **judgment**.
 - two words which begin with **qu**.
 - the word which begins and ends with **s**, and has two **s**'s in the middle.
4. a. Write words from the list which bear some relationship in meaning to **pain, hang, perseverance, influential**.
b. Combine **quarrel** with **some** to make a new word. What does the new word mean?
5. Substitute a word from the list for the word or words in bold type in each of the following phrases:
- to **adjust** oneself to a situation.
 - to be **fooled** by someone.
 - on hotel **writing-paper**.
 - for a stated **amount** of the goods.
 - in the X-ray **workroom**.
6. Answer with a word from the list:
- What "noxious weed" did Sir Walter Raleigh introduce into England?
 - What part of a gross is a dozen?
 - Who has the right to suspend a criminal's sentence?
 - What can both you and rubber do?
 - What should neighbours never do?

For Good Spellers

1.
 - a. Trace the relationship in meaning between **immure** and **intramural**.
 - b. What is the difference between an opinion and a fact? Write a synonym for each of these words.
 - c. Patience is derived from Latin **patior**, **passum**, **suffer**, the roots being **pati**, **pass**. A related word from Greek is **pathos**. Trace connections among the following: passion, passionate, compatible, impassive, impassioned, impatient, sympathy, pathetic.
2.
 - a. Combine the **stead** of **steady** with **home**, **bed**, and **fast** to make new words. Check their meanings.
 - b. List three or four words which have meanings close to that of **doubt**.
 - c. Substitute **im** and **e** for the prefix of **prominent**. Use the new words to show their meaning.
 - d. Examine **twelfth** and **twelve**. Look back to page 28 for the origin of these words. Write several words which have **tw** + a vowel to express the idea of twoness, e.g., **twilight**.
3.
 - a. The word **tobacco** is of Indian origin. Write the name of a vegetable, of a piece of wearing apparel, and of a province of Canada, all of Indian origin.
 - b. What is a simile? Write a simile beginning, "My leg ached . . ."
 - c. You would use scissors to cut paper. What would you use to cut grass? hair? grain? wire? weeds?
4. Select any word in the list and use it as the base for an acrostic. Find the meaning of acrostic in the dictionary or an encyclopedia if you are not sure what to do.
5. Write a short essay on one of the following topics:
 - a. "Judge not that ye be not judged."
 - b. "Every man is entitled to his own opinion."
 - c. "He who is self-deceived is most deceived."

TAKE TIME TO PROOF-READ CAREFULLY FOR
GRAMMAR, SPELLING, and PUNCTUATION.
DON'T BE IN TOO MUCH OF A HURRY!

ADDING A SUFFIX TO MAKE A NOUN

You have already had considerable experience in forming nouns by adding suffixes. Examine **happiness**, **argument**, and **prisoner**. What suffix is used to form each of the nouns? What part of speech was the original word?

happiness	fleet	judgment	harass
quaint	establish	foolishness	tedious
acknowledge	residence	support	priest
reference	develop	confidence	existence
argument	stretch		preacher

- Write the two words which have the suffix **ness**. Write the original words to which the suffix has been attached.
 - Which word changed its last letter before adding the suffix? Underline the letter which has been changed.
 - Write the two adjectives from which nouns can be formed by adding **ness**. Form the nouns.
- Write two verbs which become nouns when **er** is added. Write the nouns which are derived from these verbs.
 - Which words are related in origin to **deport**, and **fidelity**?
- Write **argument** and **judgment**. Write the original verbs from which **argument** and **judgment** are formed. Circle the letter which has to be dropped when the noun suffix is added.
 - Write three verbs to which **ment** can be added. Add **ment** to each of them. Check the spelling of the new nouns in the dictionary. Which verb may undergo a change before the addition of the suffix?
 - Write **quaint**. What adverb can be formed from it?
- Write the three words which end in **ence**. What part of speech is each one? From what part of speech is each derived?

SUGGESTIONS FOR TEACHERS, UNIT 25

Introducing the Unit

As the opening paragraph on page 66 indicates, the words are either nouns formed by adding suffixes, or words that can be developed into nouns by the addition of suffixes. The suffixes illustrated in the list are *ence*, *ness*, *ment*. The *ledge* of *acknowledge* (and *knowledge*) is unique; *acknowledge* is itself used as a stem for forming *acknowledgment* on the same principle as *judgment*.

Teaching the Words

As is so often the case, the exercises provide much of the material you can use in teaching the words. The obvious grouping is according to suffix:

1. *ness* – *happiness*, *foolishness*, with *stretch* (stretchiness), *quaint* (quaintness), and *fleet* (fleetness) used as the stems for new words ending in *ness*; pupils should build up a list of additional words ending in *ness*: *unpleasantness*, *heartiness*, *steadiness*, *comeliness*, etc.

2. *ence* – *reference*, *residence*, *confidence*. Additional examples are *preference*, *incidence*, *existence*, *patience*, etc.

3. *ment* – *argument*, *judgment*, with *acknowledge*, *establish*, *develop* used as stems for forming additional words (*acknowledgment*, *establishment*, *development*). Make sure pupils note the omission of *e* in *acknowledgment*, *judgment*, *argument*.

4. *er* – not used in the word list, but very common as a suffix indicating agent. A *stretcher* is something that stretches, and a *supporter* something that supports. The suffix is still active in forming new words, and can be used with many verbs to indicate the person or thing that carries through the action of the verb; e.g., *employer*, *user*, *doer*, *maker*, *swimmer*, *baker*, etc.

Quaint has travelled a long way from its early beginnings. Like *acquainted* in Unit 9, it is related to *recognize*. A *quaint* object is one that has been known for a long time, is therefore old or old-fashioned, and so *quaint* in the modern sense. As has already been pointed out, *acknowledge* is a related word that has come from the Old English root – or *route*, if you prefer. *Establish* is one of a group of words in which French *sse* has become English *sh* – *finish*, *accomplish*, *furnish*, etc. Compare *accomplice*, *furnace*, and *furniture*.

Reference has the same root as *preferred* and *interfere*, p. 38, and *transfer*, p. 56. It is important to have pupils notice the single *r*, which is due to the accent falling on the first syllable – *re'ference*. *Conference* and *preference* are parallel constructions. For the root of *residence*, and its large family, see *siege*, p. 10. Pupils should be able to give you from the same root *preside*, *president*, *residue*, *dissident*, etc. From *confidence* should be formed *fidelity* (*hi-fi* is an interesting by-product), *infidel*, *confide*, etc.

The root *port* of *support* (from L. *porto*, I carry) has yielded a large family of words: *import*, *important*, *importation*, *export*, *transport*, *de-*

port, *portable*, *porter*, and *sport* (a clipped form of *disport*). Pupils might add to the list, and show the underlying likenesses in meaning. The *ish* of *foolish* is an English adjective suffix still being used to form words. Have pupils list other words in which *ish* means *like* – *foolish*, like a fool; *mulish*, *doltish*, *womanish*, etc. Notice how often *ish* used in this way has a derogatory feeling about it. Currently the suffix *ish* is also being used in the sense of *somewhat* – *warmish* weather, or in the sense of approximately – *noonish*, five *o'clockish*.

The Extra Words belong to the same categories as the words in the regular list. Adding suffixes to the first three words produces *harassment*, *tediousness*, *priesthood*, *hood* being a noun suffix not appearing in the list. *Existence* and *preacher* illustrate the principles mentioned above.

Doing the Exercises

Ex. 1. a: happiness, foolishness; happy, foolish; b. happiness; the *y* of happy was changed to *i*; c. quaint, fleet; quaintness, fleetness.

Ex. 2. a: stretch, support, develop; stretcher, supporter, developer; accept any two; b. support, confidence.

Ex. 3. a: argue, judge; circle *e*; b. establish, develop, acknowledge; establishment, development, acknowledgment; acknowledge drops *e* in common Canadian spelling. English spelling often retains *e*. c. quaintly.

Ex. 4. a: reference, residence, confidence; noun; verb; b. refer, reside, confide; no change in *reference*; *confidence* and *residence* dropped *e* of verb stem; c. judgment, acknowledge.

Ex. 5. a: argument; b. establish; c. confidence; d. support; e. foolishness.

Ex. 6. a: a fleet of ships, a fleet of trucks, fleet of foot, fleet as a deer; b. a stretch of prairie, stretch the cloth; c. know; d: circle *c* or *k*, *d*, and final *e*; ac|know|ledge.

Ex. 7. a: import, export, report, comport; see above for others. b. fidelity, confide, infidel; see above for others.

Dictating the Words

The following are suggested context sentences for the words in the list. Her good report brought her parents great *happiness*. The old lady wore a *quaint* little hat. Be sure to *acknowledge* all the letters. Will you write me a letter of *reference*? Never become angry during an *argument*. The English defeated the Spanish *fleet* in 1588. The navy will *establish* a base on the island. The *residence* of the bishop is near the palace. The farmers will *develop* the land. A large *stretch* of water separated the island from the mainland. How good is your *judgment* of distance? The attempt to swim the swiftly flowing river was sheer *foolishness*. Which candidates will *support* the resolution? I have complete *confidence* in the doctor.

Re-teaching

Draw attention to the spots in the words where there were misspellings. Explain why the errors were made, and wherever possible explain the reasons for the existing correct spelling; e.g., the double *p*

of *support* is a result of the addition of prefix *sup* to a stem beginning with *p*. Give practice in the correct spelling by using the material "For Poor Spellers" and such supplementary exercises as you require.

FOR POOR SPELLERS

1. a. Write the nouns related to the following verbs: judge, reside, confide. (judgment, residence, confidence)
b. Write the verbs related to the following nouns: development, establishment, supporter. (develop, establish, support)
c. Write the adjective and a corresponding noun form: fleet, foolish, happy. (fleetness, foolishness or folly, happiness)
2. Write
a. *acknowledge*. Box the root. (know) Underline the combination *dg*.
b. *stretch*. Box the two sets of consonants.
c. *reference*. Underline the single *r*. Circle the suffix. (ence)
d. *establish*. Underline the part of the word that shows its relationship to *stable*. (stabl)
e. *confidence*. Box the part of the word that shows its relationship to *infidel*. (fid; the *e* in both cases belongs to the suffix.)
3. a. What adjective might be used in describing a deer? (fleet)
b. Which noun would be used frequently in a library? (reference)
c. Write the adjective that might describe an old house in the country. (quaint)
d. Write the noun that tells where a person lives. (residence)
4. Answer with a word from the list:
a. What is required before you can make a sound decision? (judgment, perhaps confidence; accept either)
b. What might you call a discussion in which two or more people present strongly divergent points of view? (argument)
c. What is a synonym for *armada*? (fleet)
d. What do you do when you receive a gift by mail? (acknowledge it)
e. What sometimes appears on a letterhead or advertisement to indicate the date at which a business was founded? (established in . . .)
5. a. Write a one-line advertisement offering a lot for rent. Indicate that the owner will develop the property for the right tenant.
b. Write a short advertisement for nylon stockings or socks, indicating as a selling-point that they will stretch to any size.
c. In a sentence offer the support of your class for a membership drive being undertaken by the Junior Red Cross or the Royal Humane Society.

FOR GOOD SPELLERS

1. The answers are among the Extra Words:
a. Write the two-syllable words in which the accent is on the first syllable. (preacher, harass)

- b. Write *harass*. Form a noun by adding a suffix. (harassment)
 - c. What noun is related to *tedious*? Use the dictionary to help you find it. (tedium) Write *tedious*, and the corresponding adverb. (tediously)
 - d. Use *tedious* and *existence* in one sentence to show the meanings of both words. (e.g., The men endured a tedious existence on the barren island.)
 - e. Write *priest*. Form a noun and an adjective from *priest*. (priesthood, priestly)
2. a. Add to *preacher* and *priest* the titles of other men or women who officiate at religious services. (rabbi, minister, clergyman, lama, brahmin, etc.)
 - b. *Priest* is a very old word, and has been in the language from the time Christianity first came to the British Isles. It is derived from a Greek word, *presbyteros*. Write *priest*, and another word derived directly from the Greek root. (presbytery, Presbyterian)
 - c. *Preach* and *predict* are doublets, both originally from the same root. Which do you think is the older English word? (*preach*, which came through French) Write a word or two directly related to each of *preach* and *predict*. (preacher, preachy; prediction, predictable, etc.)
 - d. Write *existence*, and the related verb. The root of *existence* is *sist*, the *s* having been absorbed into *x* of the prefix *ex*. Write three or four words having the same root. (resist, resistance, resistible, irresistible, insist, desist, etc.)
3. a. Not many words, like *stretch*, have six consonants and only one vowel. Find another word or two like this. (scratch, scrunch; you might stretch a point and accept scramble, scrabble, and scribble.)
 - b. Use *content* and *happy* to show a difference in meaning.
 - c. What are two or three words that may be used as synonyms for *confidence*? (faith, belief, trust)
4. a. Which great fleet was destroyed in 1588? (Spanish Armada, Invincible Armada)
 - b. Name two residences of the royal family. (Balmoral Castle, Windsor Castle, Sandringham, Buckingham Palace)
 - c. Write a brief letter of reference for a friend who is applying for a job as a delivery boy for a drug store.
5. Write a one-paragraph description of something or someone quaint — an old house, an old-fashioned costume, a strange little person.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: ache, judgment, stretch

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: argument (7), develop (7), happiness (7)

b. Write the original words from which the **ence** words were formed. What changes did each word undergo when the suffix was added?

c. Which words have **d** preceding **g**?

5. In each of the sentences replace the word or words in bold type with a suitable word from the list. Write only the one word as your answer.

a. The men had a heated **discussion** regarding the policy of the party.

b. They decided to **set up** a committee to decide what should be done.

c. We all had **faith** in the man we elected.

d. Great steel girders will **hold up** the new bridge.

e. The teacher refused to put up with any more **nonsense**.

6. a. Give examples of **fleet** used first as a noun and then as an adjective.

b. Illustrate the use of **stretch** as a noun and as a verb.

c. Write **acknowledge**. Underline the root. Check with the dictionary to be sure you are right.

d. Write **acknowledge** again, circling three silent letters. Draw vertical lines between the syllables.

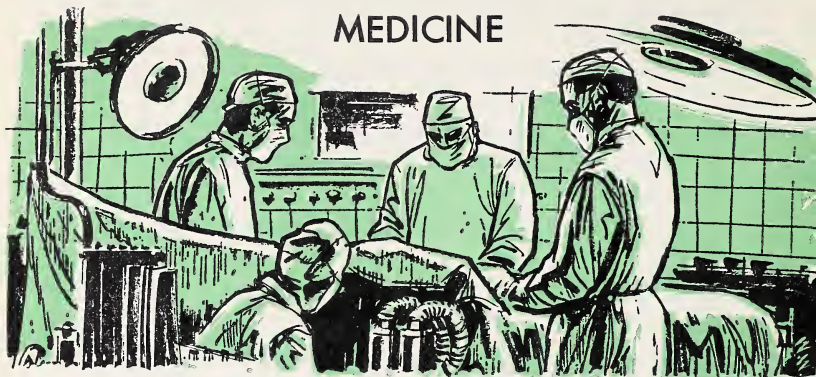
7. a. **Support** is derived from a Latin word with the stem **port**, meaning **bear** or **carry**. Write additional words derived from the same root. Try **im**, **ex**, **re**, **com** as prefixes; add appropriate suffixes.

b. The root of confidence is **fid** (faith). Find and write at least two more words which have the same root and related meanings.

Remember to maintain and study your personal spelling list.



MEDICINE



medicine	severe	patients	nourishing	skeleton
vitamins	fracture	ache	scratch	appendicitis
faint	impatient	patience	sympathy	chloroform
swallow	appendix	tobacco		penicillin

Though many of the words in the unit may be used in the context of illness and medical care, they also have other meanings and may be used in other contexts. Part of the function of this unit is to help you use words in a variety of situations. For this you must know their exact meanings according to use.

1. Rewrite each sentence, making any changes necessary to incorporate correctly the word in parenthesis.

- We must be sure to eat foods which provide sustenance. (nourishing)
- The X-ray picture showed a serious break in one of the bones in the leg. (fracture)
- The content of a cigarette contains harmful substances. (tobacco)
- When my appendix was inflamed, the pain was so severe that I became unconscious. (faint)
- The patient complained of a steady pain in the right shoulder. (ache)

SUGGESTIONS FOR TEACHERS, UNIT 26

Introducing the Unit

Since the unifying element in the words is context rather than structure or even meaning, introduce the unit as suggested in the pupils' text, p. 68. Use the illustration to elicit as many of the words as possible, writing the words on the board as they are supplied by your pupils.

Teaching the Words.

Look for anything that focuses interest and attention on the words, or on the arrangement of letters within the words. Several of the words in the list can be integrated into the learning of words studied in earlier units. Take advantage of this with *appendix*, *patients*, *impatience*, *severe*, *sympathy*. *Appendix* belongs to the same word family as *suspend*, *suspense*, *independent*, all of which have been previously studied. Let students find the common root, and work out similarities in meaning which substantiate the relationship – an *appendix* is something that hangs on, i.e., an addition, an extra; compare the colloquial *hanger-on*. Students should know that there are two accepted plural forms of *appendix* – *appendixes* and *appendices*. The ending *x* is not common; better classes might list what words they can find – not trade names – having *x* at the end – *index*, *suffix*, *prefix*, *fix*, *complex*, *duplex*, etc.

Severe is the stem of *persevere*, page 28. Note *e* at the end. *Patience* appeared on page 28, and again in the review units. Refer to page 65, "For Good Spellers", for the story of *pator*, *passum*, and its Greek relative *pathos*. *Impatient* and *sympathy* belong to the same family. Pupils should know that *y* in the first syllable of *sympathy* reveals its Greek origin. Your class may be interested in collecting words with the same prefix – *symphony*, *synonym*, *synchronize*, *synagogue*; as with the Latin prefix *in*, sometimes the form ends in *m*, sometimes in *n*.

Swallow has two completely different meanings – to pass food from the mouth to the stomach, and a kind of bird. The words are not related in origin either. Draw attention to the combination *all* and to the ending *ow*.

See Ex. 4. a. for an introduction to *scratch*. It is cognate with Latin *scribo*, *scriptum*, write, which suggests that the earliest writing of man, as of babies, was scratching on a surface of some kind. *Scratch*, like *stretch*, consists of six consonants and one vowel. Moreover, it is also something of an onomatopoeic word; it sounds like what it is. The *sc* combination at the beginning sometimes causes trouble; as does *t* in the *teh* combination at the end.

Vitamins come in all your food; they are life sustaining, and the root of *vitamins* is *vita*, life. Find it also in *vital*, *vitality*, but not in *invite*. *Fracture*, not unexpectedly, is from a Latin root meaning *break*. Related is *fraction*. Other words ending in *ture* (be careful of the pronunciation) are *furniture*, *picture*, *nature*, *manufacture*, *tincture*, etc.

In *medicine* have pupils notice *c* for the sound of *s*. An error often occurs at the point of the first *i*; mark the letter in some way. Note also *ine* at the end; the *e* is unexpected. *Faint* is phonetically regular; only good students should be introduced to the homonym *feint*. *Nourishing* is another word, like *finish* and *furnish*, in which French *ss* has become *sh*. Compare *foolishness*, page 66, and *distinguish*, page 38. *Ache* and *tobacco* have already been presented at least twice. However, do remind pupils that the silent letter in *ache* is *h*, not *k*, and that *tobacco* has one *b* and two *c*'s.

Doing the Exercises

Ex. 1. a: We must be sure to eat nourishing foods. b. The X-ray picture showed a serious fracture in one of the bones in the leg. c. Tobacco contains harmful substances. d. When my appendix was inflamed, the pain was so severe that I fainted. e. The patient complained of an ache in the right shoulder.

Ex. 2. a: accessory food factors present in many food-stuffs and essential to the health of men and animals; vitamin; life; b. vital, vitality; c. sympathize, empathy, pathos, etc.

Ex. 3. a: e.g., Where does the swallow build its nest? Swallow the pill. b. e.g., The doctor will remove the appendix. Look in the appendix of the book for the answer. c. The faint lasted for four minutes. Have you ever fainted? Faint heart ne'er won fair lady. d. nourishment; e. the science of healing; drug or medication used in the treatment of illness; pertaining to the practice of magic in primitive societies.

Ex. 4. a: The soldier was not quite up to scratch on the day of the contest. The investigation merely scratched the surface of this complex subject. b. se-vere'; severity; *i* dropped before the vowel ending; long *e* changed to *e* modified by *r*; c. fraction; underline *fract*.

Dictating and Re-teaching

For the necessary context use sentences selected from pupils' writing in Ex. 5. Be sure to distinguish carefully between *patients* and *patience*. Speak distinctly but without distorting the shape of the words.

During re-teaching make use of the exercises "For Poor Spellers".

Assign the Extra Words to good spellers. *Penicillin* is a relatively new word, and typical of the hundreds of new names entering English and all languages as a result of new discoveries in science. The process of coining new words for ideas and inventions is as old as language itself. *Chloroform* reveals its Greek origin in the combination *ch* spelling *k*; the two parts of the compound come from two words meaning respectively *green* and *ant*, *chlorine* being yellowish green. The ant gave its name to *form*(ic acid). *Appendicitis* is, of course, from *appendix*, and means the ailment that results from inflammation of the *appendix*. The *k* in *skeleton* is made necessary by the following *e*; compare words like *skin*, *skein*, etc.; *c* would have produced the sound of *s* as in *science*.

FOR POOR SPELLERS

1.
 - a. Write three words having the same derivation. (patients, patience, impatient, sympathy)
 - b. Which words use final *e* to make the preceding vowel long? (severe, fracture, ache)
 - c. In which words does the final *e* not have the effect of lengthening the preceding vowel? (medicine, patience)
 - d. Which word has the plural form *appendices*? (appendix) How many syllables has the plural form? (four)
2. Which word
 - a. names a bird and a physical action? (swallow)
 - b. is derived from the same root as *pathos*? (sympathy)
 - c. in some respects resembles the word *stretch*? (scratch)
3. Using a word from the list in each, write questions to which the following are answers:
 - a. Dr. Smith treated ten patients today. (How many patients did Dr. Smith treat today? or any reasonable question)
 - b. Yes, milk is a nourishing food for babies. (Is milk a nourishing food?)
 - c. Sir Walter Raleigh brought it to England. (Who brought tobacco to England?)
 - d. It builds its nest in a hole on the face of a cliff. (Where does the cliff swallow build its nest?)
 - e. They are often found in raw fruits and vegetables. (Where are many vitamins to be found?)

(The questions given here are examples. Accept any questions that could sensibly produce the answers.)
4.
 - a. Use *fracture* as both noun and verb. (a fracture of the leg; to fracture a bone)
 - b. Write *severe* after the numbers of those temperatures you would consider as indicating severe cold: (i) -30 degrees, (ii) 30 above, (iii) zero with a brisk north wind blowing, (iv) 70 degrees. (Conditions in your own locality would determine your estimate of the climate.)
 - c. Indicate by writing *nourishing* after the appropriate numbers which of the following have good food value: (i) mushrooms, (ii) bread, (iii) cheese, (iv) eggs. (ii, iii, iv)
5. Write the word that
 - a. was borrowed from an Indian language. (tobacco)
 - b. is part of the human body as well as part of a book or document. (appendix)
 - c. has two *y*'s. (sympathy)
 - d. uses a prefix to give it a negative meaning. (impatient)
 - e. rhymes with *saint*. (faint)
 - f. begins like *scribble* and is probably related to it. (scratch)
6.
 - a. Which words refer to injuries or illness? (faint, fracture, ache, scratch)

- b. Which words could be used as adjectives? (faint, medicine, severe, impatient, nourishing; take any word a pupil can justify.)
- c. Which words refer to things that might aid healing or recovery? (medicine, vitamins, patience, sympathy. Your pupils might be able to justify swallow, and even patients; after all, the patient does contribute to his own recovery.)

FOR GOOD SPELLERS

1. Write the Extra Word that
 - a. names a medicine made from moulds. (penicillin)
 - b. is the name of the body's framework. (skeleton)
 - c. is the name of a gas given for anaesthesia. (chloroform)
 - d. is an illness that results from the inflammation of a part of the body. (appendicitis)
2. a. Name two medicines (not trade names) which are used to counteract infections. (Accept any two.)
 - b. What drug does tobacco contain? (nicotine)
 - c. Write two words related to *nourishing*, but spelling the first syllable in a different fashion. (nurse, nurture, nutrition, nutritive)
 - d. Write the names of two birds besides *swallow* which have other meanings in addition to the bird names. (lark, crane, duck, crow, etc.)
3. a. List three or four words which begin with the Greek prefix *syn* or *sym*. (symphony, synthetic, synagogue, symbol, etc. See above.)
 - b. Write three or four words, not trade names, which end in *x*. (apex, index, ibex, complex, reflex, duplex, etc.)
 - c. Write three or four words which, like *skeleton*, begin *ske*. (skein, sketch, skew, skewer)
4. *For Fun*
 - a. Write at least three more words which, like *severe*, have three *e*'s and no other vowels. (serene, sentence, recede, remember, etc.)
 - b. Subtract a letter from this word and you have what pigs love to do. (swallow – wallow)
 - c. A rodent is left when you take the beginning and end off this word. (scratch – rat)
5. a. Write two words in addition to *chloroform* that use the first part of the compound. (chloride, chlorine, chlorinate, tetrachloride, etc.)
 - b. Name two other inflammatory diseases which, like *appendicitis*, end in *itis*. (bronchitis, laryngitis, peritonitis, etc.)
6. Write an acrostic on any one of the words from the list.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME IN BOOK 8: ache

NO WORDS REPEATED FROM EARLIER BOOKS

2. a. Write **vitamins** and its exact meaning as applied to food. What is the singular of **vitamins**? What is the meaning of the root?
 b. Use the root **vit** to form at least two additional words. Check the newly formed words in the dictionary.
 c. Write **sympathy**. The root of **sympathy** is **path** from Greek. Write **sympathy** and another word from the same root.
3. a. Illustrate by using the word that the noun **swallow** has two distinct and different meanings.
 b. Use the word **appendix** in the biological sense and in the literary sense. Write definitions of **appendix** as used in your examples.
 c. Show that **faint** may be a noun, a verb, and an adjective.
 d. Write **nourishing**. Make a noun by changing the suffix; then use the noun so that the meaning is clear.
 e. Write **medicine**, noticing particularly the two i's. Write definitions of **medicine** as used in the phrases **the study of medicine**, **a bottle of medicine**, **the tribe's medicine man**.
4. a. The word **scratch** is probably distantly related to **Scripture** and **scribble**. It has some interesting colloquial meanings as well. Illustrate, by using the phrases, the meaning of **not up to scratch** and **merely scratch the surface**.
 b. Write **severe**. Mark the accent to show where emphasis falls. Form a noun by adding **ity**. What is the effect on the final e of **severe**? What is the effect on the pronunciation of the second e?
 c. Write **fracture**. What familiar mathematical term is derived from the same root? Underline the root in both words.
5. You have had severe pain and the doctor has said you must have an operation. Describe your feelings as you know you must go into hospital, or describe what it felt like to go under anaesthetic, or to emerge from the anaesthetic.

Proof-read what you have written. Are your sentences well constructed?

COMPOUND WORDS

In English there are some compound words which are very old and others which are very new. When you speak of a **spaceship** or a **teen-ager** you are using new compounds; words of this kind are being manufactured every day. But words like **welfare** and **suicide** are relatively old. In fact, **suicide** was a compound word before it ever entered the English language. So was **mortgage**.

warehouse	clergyman	fulfilled	foremost
farewell	altogether	benefit	autobiography
suicide	therefore	mortgage	sacrifice
monotonous	duplicate	welfare	earthquake
stenographer		lieutenant	tarmac

1.
 - a. Which two words are compounds of the same words? In what way do they differ in spelling?
 - b. Explain the difference in meaning between **welfare** and **farewell**.
 - c. Read the following sentences and explain what the phrases in bold type mean; write the phrase and then the explanation.
 - (i) I have to write an essay on **the welfare state**.
 - (ii) My mother is interested in amending the **child welfare** laws.
 - (iii) The **welfare** of the whole family depends on your decision.
2.
 - a. **Mortgage** is a French word which has been in English a long time. Write **mortgage**. What are its two parts? Write the whole word again.
 - b. **Mort** means **death**, and **gage** means **pledge**. Find and write another word which begins with **mort**.
 - c. In a few words explain why a farmer might require a **mortgage** on his land.

SUGGESTIONS FOR TEACHERS, UNIT 27

Teaching the Words

Much of the teaching material of the unit is contained in the introductory paragraph of the pupils' text and in the exercises. In all the words, the compound is still quite apparent.

However, there are other aspects of the words you will want to emphasize for students. As Ex. 1.a. shows, *welfare* and *farewell* are compounds of the same words. Pupils should note that *well* loses one of its *l*'s in the first compound, when it is followed by a consonant; in *farewell* the *l* is retained. Notice that in *suicide* there is almost equal emphasis on both words of the compound; the sense of *self-killing* is still clear, and both the first and the last syllable are accented. What has happened to the stress in *welfare* and *farewell*? It falls on the first syllable in *welfare* and on the second in *farewell*.

Fulfilled shows the same loss of *l* before the following consonant as does *welfare*. Note that the present tense is *fulfil*, and that the final *l* is doubled in the regular fashion because the accent falls on the second syllable. Compare *referred* and *occurred*.

In *warehouse*, *farewell*, *clergyman*, *therefore*, *mortgage*, the original words of the compound are retained. Pupils should therefore remember the inclusion of the silent *e* in *ware*, *fare*, *there*, *fore*. The last is particularly prone to omission because of association with *for*. Have pupils write *therefore* with *before*, *forehead*, and *forethought*, all of which use the same word for compounding. The fact that *t* in *mortgage* is silent may cause trouble. Have pupils draw attention to the silent *t* in their writing of the word.

Two troublesome letters are the second *e* in *benefit*, and the *e* in *altogether*. For the latter make sure that the word is pronounced correctly and carefully. In some parts of the country there is a tendency to give short *e* the value of short *a*. Good pupils may be interested in knowing that *altogether* is really a compound of three words – *all*, *to*, and *gather*, so that the misspellers have some sanction for their mistake. *To gather together* is therefore a redundancy.

In *clergyman* the first part of the compound may not be very familiar to some pupils. Draw attention to *ergy* particularly.

Have pupils watch for all the *o*'s in *monotonous*.

Du of *duplicate* is Latin *duo*, two. It appears in numerous English words. See Ex. 3.c. The root *plico*, *plicatum*, fold, has worn down to *ply*, in the sense of *fold*, and is still being used to form English words. Compare *plywood*, a recent formation.

Stenographer is literally a *narrow writer*. Both Greek roots are still active in forming new words.

Doing the Exercises

Ex. 1. a: welfare, farewell; in the first, *well* drops one of its *l*'s.
b. Accept any explanations that reveal a knowledge of the meanings of the words. c. (i) a socialized state in which the government provides

many of the services such as medical care, job security, etc.; (ii) laws that pertain directly to the care of children, laws that prevent the abuse of children; (iii) well-being.

Ex. 2. a: mort, gage; b. mortal, mortuary, mortality, etc.

Ex. 3. a: graphic, photograph, graph, lithograph, heliograph, pictograph, etc.; b. homicide, fratricide, genocide, etc.; suicidal; *e* dropped before following vowel ending; c. second, twofold; to make copies of; triplicate; d. duplex, dual, duel; all involve *two* – a two-part house; twofold; a battle between two people.

Ex. 4. a: household, housekeeper, houseman; b. alone, single, monotone; c. skilful, graceful, careful, etc.

Ex. 5. a: (i) warehouse, (ii) therefore, (iii) clergyman, (iv) altogether, (v) benefit; b. thereby, thereto; before, forehead, foreword; c. bene|fit; d. already, although, always.

Re-teaching

Only two of the words, *benefit* and *altogether*, appear in the list of commonly misspelled words. Several are specialized in use. Do not, therefore, spend too much time drilling them if only a few of your class fail to spell them correctly. Make a note of them, and re-teach them during the course of the next few weeks. Do not hold up the whole class waiting for complete mastery of *clergyman*, for example, or *mortgage*.

FOR POOR SPELLERS

1. a. Write the compound words of which *ware*, *fare*, and *there* are parts. (warehouse, farewell, welfare, therefore)
b. Which words have the following suffixes: *ous*, *ate*? (monotonous, duplicate)
c. Which word uses *er* to indicate a person who does something? (stenographer)
d. Which word indicates a pledge to pay back a debt? (mortgage)
2. Write
a. *fulfilled* and its present tense. (fulfil)
b. *suicide* and a sentence using it correctly.
c. a question about a *benefit* to be received by you.
d. an exclamation using *farewell*.
e. *altogether* in a sentence about going somewhere.
3. Rewrite the following sentences, expressing the same idea in each but using a word from the list:
a. We will make copies of all the correspondence. (We will duplicate . . .)
b. The ancient Romans often killed themselves for a point of honour (. . . committed suicide . . .)
c. The council considered how they were to provide care for the aged. (. . . the welfare of the aged.)
d. The services were conducted by a minister. (clergyman)
e. The music was dull and repetitious. (monotonous)

4. a. Which words from the list might you associate with (i) a typewriter, (ii) a large insurance company, (iii) people leaving on a long voyage? (stenographer or duplicate, mortgage, farewell or even benefit)
- b. Write a word which contains a root meaning *two*. (duplicate)
- c. Write the word which contains a Greek root meaning *write*. (stenographer) Which letter combination helps identify it as a Greek root? (ph)
5. a. In which words is *l* dropped before a following consonant? (fulfilled, welfare, altogether)
- b. Which word is related in meaning and origin to *monoplane*? (monotonous)
- c. Which word shows some relationship to *post mortem*? (mortgage)
- d. Write *benefactor* and the word from the list that is related to it. (benefit)
- e. Write the word which means *act of killing oneself*. (suicide)
6. *What Have You?*
- a. Take *house* off the end and put *kitchen* before. (kitchenware)
- b. Subtract the first part of one word and the last of another and you'll end up with two bus tickets. (fare)
- c. Chop off the first part of this word, and you have a warning call in golf. (fore)

FOR GOOD SPELLERS

1. a. Trace the origin of *sacrifice* to two Latin words. (*sacr*, sacred, holy; *facio*, *factum*, make or do) Write two words derived from each of the first and second part of *sacrifice*. (sacred, sacrament, sacrificial; office, benefice, terrific, etc.)
- b. *Autobiography* consists of three words in one. What are they? Show how they combine to make the meaning of *autobiography*. (*auto* – self, as in automobile; *bio*, life, as in biology; *graphy*, writing, as in stenographer; an autobiography is a writing about one's own life)
- c. Write *earthquake*. Indicate its two parts, and show how they mean what they do in combination. (When you quake in your boots, you shake; so does the earth in an earthquake.)
- d. *Tarmac* is also a compound. Write *tarmac*. Trace its origin. Clue: It is related to *macadam*. Write two more words that are derived from the names of the men associated with the origin of the thing involved. (*mac* in *tarmac* is an abbreviation of *Macadam*, the man who discovered the process of macadamizing or hard-surfacing roads; spoonerism, nicotine, derrick – from the name of a famous English hangman; there are many others)
- e. Write *lieutenant*. Use the first part of the word in a sentence or phrase to show its meaning. (in lieu of) Do the same with the second part of the word. (A tenant rents a house or office.)

2. a. The root *cid*, *cis*, cut or kill, appears in a number of words. Write two or three of them. (homicide, incision, incisive, precise, decision, etc.)
- b. *Pleat*, *plait*, and *ply* are triplets. Write the words, and give some indication of their meanings.
- c. Explain the connection in meaning between *the mortality rate* and the term *The Immortals*. (The first means the death rate; the second refers to the great men whose names live forever, i.e., the deathless ones; the prefix *im* supplies the negative meaning.)
3. a. List the titles of some high-ranking clergymen. (pope, cardinal, archbishop, bishop, moderator, etc.)
- b. What is the "narrow writing" done by stenographers? (shorthand) Use the two parts of the new compound word to make still more compound words. (shortcoming, shortbread, etc.; handwriting, handwork, longhand, etc.)
- c. Use *mono* as the first part of at least two additional compound words. (monologue, monogamy, monoplane, etc.)
- d. *Fare* is from an Old English word meaning *passage* or *going*. Write another word in which it appears. (thoroughfare, ferry)
- e. What is another meaning of *fare*? (food) What is meant by a bill of fare? (menu)
4. a. Write two or three synonyms for *sacred*. (holy, revered, consecrated, hallowed, etc.)
- b. Find the root *bio* in a number of other words. Write them. (biology, biography, biochemistry, etc.)
- c. Locate the root *auto* in a number of other words. (automobile, automatic, autocrat, etc.)
5. Select one of the words from the list and centre a paragraph about it. For example, you might describe the effects of an earthquake, or your reaction to the monotonous beat of a tom-tom in the jungle. Or you might explain why you do or do not want to become a stenographer. Make your own choice. BE SURE TO PROOF-READ WHAT YOU HAVE WRITTEN.

MOST COMMONLY MISPELLED WORD APPEARING FOR THE FIRST TIME IN BOOK 8: benefit

MOST COMMONLY MISPELLED WORD REPEATED FROM AN EARLIER BOOK: altogether (7)

3. a. Stenography is a comparatively modern occupation, and stenographers are often young men and women. But the root words are very old. You will recognize the second part as the Greek word for writing. Use the dictionary to find what **steno** means. Write **stenographer**. After it write two more words which have the root **graph**.
- b. Two words derived from Latin are **suicide** and **duplicate**. Write these words. Write another word in which **cide** means kill. Make an adjective by adding **al** to **suicide**. What happens to **e**?
- c. **Duplicate** is made up of two words which mean **two** and **fold**. Write **duplicate** and its meaning as an adjective; as a verb. What similar compound means **threefold**?
- d. Make words by using **du** and the following syllables: **plex**, **al**, **el**. How do all these words illustrate the idea of twoness?
4. a. Write **warehouse**. Write another compound word of which **house** is the first part.
- b. Write **monotonous**. Examine **monosyllable**, **monologue**, **monogamy**, and try to decide what **mono** means. Check your conclusion with the dictionary. Write **monotonous** again; remove the suffix and add **e**. Use **monotonous** in a sentence describing something that you found **monotonous** to listen to.
- c. Write **fulfilled**. Make a new compound word by using the first part of **fulfilled** as the second part of the new word.
5. a. Which words in the list mean (i) a storage place, (ii) and so, (iii) a minister or priest, (iv) entirely, (v) an advantage?
- b. Write **therefore**. Make additional compounds by substituting for **fore** the words **by** and **to**. Combine **fore** with **be**, **head**, **word**.
- c. Write **benefit**. Draw a vertical line between the two parts of the compound. Write **benefit** again.
- d. Write **altogether**. What are two other compound words beginning with **al**?

THE THEATRE

The words in this unit may be used in writing about plays and the theatre.



tragedies	comedies	brilliant	festival
character	humour	humorous	plaque
role	balcony	expression	repertory
applause	criticism	original	soul
aisle	pause	imitate	edition



- Which words name the two major kinds of plays produced in the theatre?
 - Which words refer to the actor in the part he is taking?
 - Which adjectives might be used to describe an actor's performance?
 - Which words refer to parts of the theatre building?
 - Which word denotes the audience's reaction to fine acting?
- Write **humour** and **humorous**. Note the change in the root of the words. Write two synonyms for **humorous**.

Humour has an unusual history. It was originally a medical word. Medieval physicians believed that man had four humours—blood, choler, phlegm and melancholy. His “temper” or “temperament” or disposition or health depended on the proportion of these humours in his constitution. A “good-humoured” man was one whose humours were evenly balanced. From this you can see the gradual development in meaning of the word **good-humoured** as it is now used, and the concurrent development of **humour** and **humorous** in their present sense. You can probably decide the effect of each of the humours from the meaning of the four adjectives derived from the medieval belief: sanguine (from Latin *sanguis*, blood), choleric, phlegmatic, and melancholy.

Introducing the Unit

As with the unit on business and industry, try to make the unit come alive by introducing it through the theatre page of a daily newspaper, or if possible through a playbill or advertisement of a theatrical performance. Since the earliest drama recorded is Greek, it is natural that much of its terminology is of Greek origin. *Theatre* derives ultimately from *thea*, looking at, and a *theatre* is a place for looking or viewing. *Drama* simply meant *action*. *Tragedy* presents a mystery; its distant ancestor is a word for *goat*, but why or how *tragedy* came from this word can only be guessed. The masks of comedy and tragedy decorating page 72 are symbolic of theatre, and represent the masks worn by Greek actors in the theatre of two thousand years ago.

Teaching the Words

The *ch* of *character* indicates its Greek origin. Have pupils notice the two ways of spelling the sound of *k* – *ch* and *c*. The adjective form is *characteristic*, the verb *characterize*. It may help memory to have pupils find the word *act* in *character*, though its presence is a coincidence and is unrelated to meaning or origin. *Criticism* illustrates both hard and soft *c*; note that in *critic* and *critical* the second *c* is still hard since there is no softening vowel following it.

See the boxed story on page 72 for a discussion of *humour*. In the spelling, note particularly that the second *u* in *humour* disappears in *humorous*, one of the many inconsistencies that make English spelling frustrating. The *s* in *aisle* as in *isle* is unnecessary, and is a late intrusion. This is one occasion when introducing the homonym may be a help rather than a hindrance to good spelling: *aisle* – *isle*. Not too many words have *ai* spelling long *i* – *kaiser*, *naïad*.

Brilliant is borrowed from French; watch for *i* before *ant*. *Balcony*, like many other words of music and theatre, is Italian in origin, since Italy was a leader in these arts for several centuries. *Pause* and *applause* should be presented together because of their common appearance, and rhyming sound. *Plaudo*, *plausum* in Latin meant *clap hands*; much applause today is still indicated by hand-clapping.

Pupils should find the root of *expression* (*press*) by removing the prefix and the suffix, and may then form from it *impress*, *suppress*, *impression*, *expressive*, *depress*, *depression*, *compress*, *repress*, etc. Knowledge of the root avoids the error of a single *s*. Good students might be told that *original* is kin to *orient*, since both are derived from L. *or-iri*, to rise. The *gin* of *origin* is probably the same as the root *gen* of *general* and *generate*. Add *original* to the growing list of words ending in *al* – *general*, *principal*, *municipal*, etc. *Imitate* has the adjective form *imitative*, the noun *imitation*. The form of the word and its ending clearly indicate its Latin origin. For *role* see page 30, where it first appears. Note silent *e* serving to keep the internal vowel long.

Doing the Exercises

Ex. 1. a: tragedies, comedies; b. role, character; c. brilliant, humorous, original; d. aisle, balcony; e. applause.

Ex. 2: funny, comic, comical, laugh-provoking.

Ex. 3. a: silent letters *h*, and *a*, *s*, *e*; b. tragedy, comedy, balconies; c. brilliance, originality or origin; d. critic.

Ex. 4. a: imitate, applause, humorous, aisle, pause; b. role – roll, aisle – isle, pause – paws; c. imitation, express; d. impression, depression, see above.

Ex. 5. a. and c: tragedy; b. comedy; there is also an opportunity for comedy in c.

Ex. 6. Be sure the stories are checked at least for spelling. Give credit by selecting for reading to the class something interesting from almost every effort submitted.

Dictating and Re-teaching

The following sentences may be used for context if you like. Do not expect pupils to write the sentence, only the word from the list. *Hamlet* and *King Lear* are two of Shakespeare's greatest *tragedies*. I prefer *comedies* to tragedies. The actor gave a *brilliant* performance last night. He played a *character* who was disliked by everyone. It was not easy to bring out the *humour* of the *role*. *Humorous* roles can be very difficult to play. The seats in the *balcony* were sold to students at half the regular price. We could clearly see the *expression* on the actor's face. The *applause* was long and continuous. I did not agree with the *criticism* of the play in last night's newspaper. It was an *original* play by a Canadian author. The critic sat near the right-hand *aisle*. I saw him leave during a *pause* in the action. No one on the stage can really *imitate* life.

In re-teaching draw attention to the parts of the words that were actually misspelled by your pupils. Avoid teaching material they have already mastered.

FOR POOR SPELLERS

1. For the underlined word or words substitute a word from the list:
 - a. The actor gave an excellent performance. (brilliant)
 - b. The part he played was difficult to portray. (role, character)
 - c. We sat in the upstairs section. (balcony)
 - d. The loud hand-clapping brought the leading man out in front of the curtain. (applause)
 - e. He can mimic the voice of the leading lady. (imitate)
2. Write
 - a. the plural of the word that ends in *y*. (balconies)
 - b. the words that have soft *g*. Underline the letters that make *g* soft. (tragedies, original; underline *e* and *i*)

- c. three adjectives, and underline the suffix of each. (humorous, brilliant, original)
 - d. the nouns that are left when the suffixes are removed from two of the adjectives. (humour, origin)
3. a. Add the suffix of *expression* to *imitate*. Note the effect on the final *e* of *imitate*. (imitation)
 - b. Write *expression*. Make a new word by changing the prefix to *de*. (depression)
 - c. Write *expression* again. Make an adjective by changing the suffix to *ive*. (expressive)
 - d. What is a synonym of *glowing*? of *funny*? (brilliant, humorous)
 - e. Write the antonym of *comedies*; (tragedies) the plural of *comedy*. (comedies)
4. Which word
 - a. uses *ch* for the sound of *k*? (character)
 - b. has the suffix *our*? (humour)
 - c. has the same ending as *Canadianism*? (criticism)
 - d. is a homonym of *paws*? (pause)
 - e. has the verbal form *applaud*? (applause)
 - f. is a section of the theatre used for seating? (balcony)
5. a. Write the words whose initial letters spell the word CHOIR. (comedies or criticism or character, humour or humorous, original, imitate, role)
 - b. Write the words from the list whose last letters spell the word STYLE. (tragedies, comedies, or humorous; brilliant, balcony, original; any one of role, applause, aisle, pause, imitate)
 - c. Write all the complete words you can find in *tragedies* without changing the order of the letters; (age, rage, raged, die, dies, rag) in *original*. (or, rig, gin, in, origin)

FOR GOOD SPELLERS

1. a. Write *repertory*. Of what French word is it an English adaptation? (repertoire) Show that you know what *repertory* means by using it correctly. (Our city has a repertory theatre which stages a different play every two weeks. The artist played his full repertory.)
- b. Write *plaque*. What does the ending lead you to infer regarding the origin of *plaque*? (that it is a French word.) Write two or three other words which end in *que*. (antique, unique, oblique, etc.)
- c. Write *edition* and the noun that means *one who edits*. (editor) Form another noun from *edition* by changing the prefix. (addition) Explain why the newly formed word has double *d*. (One *d* belongs to the prefix, the other to the stem.)

- d. *Festival* and *feast* are doublets. Write both words and at least one word directly related to each. (festive, fest, feast-day, feaster)
 - e. Write *soul*. Use the dictionary to determine its source. (Old English) Write two adjectives related to it. (soulful, soulless)
2.
 - a. What are two other sections of the theatre besides the balcony used by the audience? (pit, orchestra seats, gallery)
 - b. Name two plays you would class as comedies. (Give the widest leeway.)
 - c. Name two famous tragedies.
 - d. What name is given to an actor who specializes in comic roles? (comedian) in tragic roles? (tragedian)
 - e. What name is given to comedy which is carried to an extreme? (farce, slapstick)
 3.
 - a. In what buildings might you find an aisle as an essential part of the architecture or design? (theatre, church, assembly hall, auditorium, etc.)
 - b. Where else, in addition to the theatre, might you find a balcony? (house, apartment building, office building, church, etc.)
 - c. What parts of a building or room might jut out from the main structure in a similar fashion to a balcony? (gallery, veranda, stoop, porch, etc.)
 - d. Write *amphitheatre*. Define the word. (oval or circular building with seats rising behind and above one another around a central open space; the body of a theatre)
 4.
 - a. Write the inscription that might appear on a plaque commemorating the building of your school.
 - b. Explain briefly why the first edition of one of Shakespeare's plays would be very valuable.
 - c. Briefly tell what a repertory company is. (theatrical company putting on a series of plays during a season, not depending on long runs)

**MOST COMMONLY MISSPELLED WORD REPEATED
FROM AN EARLIER BOOK: aisle (7)**

3.
 - a. Write **character** and **aisle** and underline the silent letters.
 - b. Write **tragedies**, **comedies**, and **balcony**, followed by the singular forms of the first two and the plural of the last.
 - c. Write **brilliant** and **original**, then write the nouns formed from these adjectives.
 - d. Write **criticism** and the title of the man who writes criticisms of theatrical performances.
4.
 - a. From the list select synonyms for the following: mimic, acclaim, jocular, passageway, interval.
 - b. Write the three words which have homonyms.
 - c. What noun is formed from **imitate** and what verb from **expression**?
 - d. Write **expression**. Find the root by removing the prefix and suffix. What are two more words from the same root?
5. Write **comedy** or **tragedy** after the letter according to your classification of the following plays as comedies or tragedies.
 - a. The heroine is overwhelmed by a series of disasters over which she has no apparent control.
 - b. The hero is a cowardly lion who rescues the heroine from danger.
 - c. The hero is a coward who can't overcome his fear.

6.



Imagine that you are one of the actors, or the director in the play illustrated above. Write a brief story about your experiences. Choose your own topic, but you may use one of these suggestions if you wish: How I Got the Part; Stagefright!; What It Feels Like To Be Someone Else.

THE IMPORTANT PREFIX RE

The Concise Oxford Dictionary devotes more than two pages of fine print to the prefix **re**. This prefix appears not only in words derived from Latin but in words being formed day by day in English and other languages. The word list includes examples of the "old" **re** and the "new", that is, the **re** which is still being used to make new words.

Re affects the word to which it is attached in several different ways. Its most common use today is to emphasize the meaning of the original word, although often it simply means **again**, or **once more**. To **re-copy** something is to **copy it again**. Occasionally **re** has been attached to a root quite early in the history of English. Then scores or even hundreds of years later **re** was added to the same root to produce a second word. When this happens the second formation generally retains a hyphen to indicate the difference between the two words. An example is **recover** and **re-cover**. You will be able to think of other examples like **reform** and **re-form**.

reaffirm	referred	refugees	representatives
rebel	reproduce	recreation	recommend
release	repeated	repetition	
required	regarding	responsible	reliable

1.
 - a. Write two words in which **re** clearly has the sense of **again**.
 - b. Four of the words actually have two prefixes attached to the true root. Write two of these words.
 - c. Write all the words which would be complete in themselves even without the prefix **re**.

2.
 - a. Write **representatives**. Write the word which remains when **re** and the suffix are removed.
 - b. Which verb corresponds to the noun **representatives**?
 - c. Write **responsible**. Underline the prefix and the suffix. What is the root? Form another word by adding **or** to the root.

SUGGESTIONS FOR TEACHERS, UNIT 29

Teaching the Words

The introductory section in the pupils' text supplies sufficient introduction to the unit, and the exercises provide much of the teaching material. However, it is possible to find other features of the words that may be used in the initial presentation, and that certainly should be drawn to the attention of pupils as they learn to spell the words.

For example, have pupils examine the words which have double consonants – *reaffirm*, *referred*, *recommend*. They should be able to tell you the reason for the doubling in each case. In *reaffirm* and *recommend*, the double letter is the result of the addition of a prefix to the stem: *ad* regularly takes the form *af* before a stem beginning with *f*, *com* in *recommend* is the prefix *com* as in *commit*, *accommodate*, etc. When pupils have this knowledge of the structure of a word, they are not likely to err by omitting one of the consonants. In *referred* the doubling is due to the addition of a vowel ending; the doubling is more likely to occur when the accent falls on the second syllable of the word, cf. *referred* and *reference*. *Rebel*, *v.*, follows the same pattern as *refer* – *rebelled*, *rebellion*, etc.

Required, *release*, and *reproduce* are all examples of verbs which end in silent *e*. Notice that the sound of *s* is spelled *s* in *release*, and *c* in *reproduce*. In all cases, *e* is dropped before an ending – *required*, *releasing*, etc. *Reproduce* has two prefixes. The root is *duc*, from Latin *duco*, *ductum*, lead, which has given rise to many English words; students should produce them for you – *deduce*, *deduction*, *abduct*, *abduction*, *educate*, *education*, *reduce*, *produce*, *product*, etc; *duke*, *duchess*, *duchy*. The list can be further expanded.

Release and *repeated* both have *ea* with the sound of long *e*. Have students pay particular attention to this spelling, especially in view of the relationship between *repeated* and *repetition*. Both are from *peto*, *petitum*, seek. From *repetition* pupils should get *petition*, *petition*, *compete*, *repetitious*, etc. Notice the difference between *repeat* and *compete*. Have pupils use *repeated* as an adjective: The student made *repeated* efforts to spell the words correctly.

There is nothing intrinsically difficult in the spelling of *required*. It is closely related to *inquire*, *inquiry*, and through the past participle of the verb from which it is derived (L. *quaero*, *quaestum*), to *question*, *request*, *inquest*, etc. *Required* comes from a verb meaning *ask*; *responsible* from one meaning *answer*. A *responsible* person is one who answers for his actions. (L. *respondeo*, *responsum*, answer). From the same root, *spond*, *spons*, are *respond*, *responsive*, *sponsor*, *correspond*, *correspondence*, etc. Students must be careful of the suffix *ible*. It is a good idea to keep parallel lists of *able* and *ible* words; the former are more common, a fact which makes it all the more important to take due notice of those that end in *ible*.

If *guard* and *guarantee* have been well taught, the overly cautious speller will want to insert *u* into *regarding*. Discourage him! The double *e* in *refugees*, those who flee, is, like *er*, an indicator of an agent.

It often indicates the receiver of the action in the verb, as in *employee*, one who is employed. *Representatives* has already been taught in Unit 13. In this word there are two suffixes as well as two prefixes. Pupils should be careful to write both *t*'s, having first pronounced the word carefully; often the syllable *at* is omitted in both speech and writing. For *recreation* see *creature*, in "Teaching the Words", Unit 1.

Doing the Exercises

Ex. 1. a: reaffirm, reproduce; b. reaffirm, reproduce, representatives, recommend; c. reaffirm, release, reproduce, recreation, repetition, recommend.

Ex. 2. a: present; b. represent; c. prefix *re*, suffix *ible*; root *spons*; sponsor; d. responsive, reacting readily.

Ex. 3. a: noun – accent on first syllable; verb – accent on second syllable; rebelled; root *bel*; b. rebellion; c. repeated, repetition.

Ex. 4. a: i, ii; b. all four if pupils think so; accept their judgment; c. induce, reduce; reproduction, induction, reduction.

Ex. 5. a: re(fug)ees, refuge; b. reaffirm; *firm* – underline it; means again; c. root – *gard*.

Ex. 6. a: referred (defer); b. release (lease); c. recommend (commend).

Dictating and Re-teaching

In dictating, enunciate clearly, but do not overstress the prefix or the separate syllables of the words. Have pupils mark their own papers, but check quickly to make sure that all errors have been noted.

In re-teaching clear away the difficulties your pupils had. No one can predict them accurately. However, watch for the *e* and *a* in *reaffirm*, for one *l* in *rebel*, for the correct writing of *qu* in *required*, *ible* in *responsible*, the second *t* in *repetition* and *representatives*, one *c* and two *m*'s in *recommend*.

FOR POOR SPELLERS

- Arrange the words in alphabetical order. (reaffirm, rebel, recommend, recreation, referred, refugees, regarding, release, repeated, repetition, representatives, reproduce, required, responsible)
 - Write in the present tense all the verbs that appear in the past, and in the past all verbs that appear in the present. (require, refer, repeat; rebelled, released, reproduced, recommended)
 - Write *regarding*, and both the present and the past tense of the verb. (regard, regarded)
- Which words contain the following smaller words: *firm*, *quire*, *pet*, *sent*? (reaffirm, required, repetition, representatives)

- b. Which words have as roots the following: *creat*, *bel*, *fug*? (recreation, rebel, refugees)
 - c. Write two nouns which are plural in the list. (refugees, representatives).
3. Write the word from the list which means
 - a. those who flee from their home or country to seek refuge. (refugees)
 - b. trustworthy or dependable. (responsible)
 - c. concerning. (regarding)
 - d. speak of favourably for some position, etc. (recommend)
 - e. set free. (release)
 4. Rewrite the following sentences, retaining the original meaning, but using at least one word from the list in each sentence:
 - a. Let me say again how well suited he is to the job. (Let me recommend him again for the job.)
 - b. Our company will send people to speak for them at the conference. (. . . representatives to the conference)
 - c. I hope you will relieve me of my obligation to attend. (release . . . from)
 - d. The teacher said that it was necessary for me to go. (. . . I was required . . .)
 - e. Saying it over and over again helps me to remember the date. (Repetition of the date helps me to remember it.)
 - f. The dog tried again and again to reach his master. (. . . made repeated efforts)

Accept any paraphrases which meet the conditions of the exercise. The sentences given here are merely suggestions.

5. a. Use *rebel* as the subject and as the predicate of sentences.
- b. Write *responsible*, and a noun formed by adding a suffix. (responsibility)
- c. In a sentence write an order asking the management of the bank to release your bank book to the bearer of the note.

FOR GOOD SPELLERS

1. a. Write *reliable*. Rewrite it, marking the accent. (reli'able)
- b. Explain how *liability* and *ligature* are related in origin and meaning. (derived from L. *ligare*, to bind; *ligature*, a tying or binding together; *liability*, a binding obligation, obligation being from the same root)
2. a. Explain in your own words what a *lease* is. (a contract to rent for a stated period of time; accept any sensible paraphrase)
- b. Name two countries from which refugees have come to Canada since 1945. (Again, accept reasonable answers - Hungary, China, etc.)

- c. Name at least one Canadian in history who was considered to be a rebel against the government. (Louis Riel, Joseph Papineau, William Lyon Mackenzie)
 - d. What are two recreational activities carried on in your community?
3. a. *Required* is from *quaero, quaestum*, ask. List as many words as you can – at least four – that are derived from one part or the other of this root. (requirement, inquire, inquiry, acquire, conquer, query, etc.; request, inquest, question, conquest, etc. Be sure to check additional words by reference to an etymological dictionary. It is easy to suggest false etymologies.)
 - b. Write at least three words in which *re* is attached to its stem with a hyphen. (re-employ, re-echo, re-sew, etc; actually before almost any verb with which it is not already commonly used to give the sense *again*)
 - c. Write two pairs of verbs in addition to those in the introduction on page 74 in which *re* is used with and without the hyphen, i.e., represent and re-present, present again (recount and re-count; repetition and re-petition, i.e., petition again, etc.)
 4. a. Use the dictionary to help you prove that *quire*, 24 sheets of paper, bears no relationship to *require*. (from L. *quaterni*, four – related to modern French *cahier*, notebook; originally four sheets of paper folded to make eight leaves in medieval manuscripts)
 - b. What is another term used to describe refugees? (displaced persons)
 - c. Define briefly responsible government. (The members of the executive group, the cabinet, are directly responsible to the legislature, as in Canada and the United Kingdom.)
 - d. What are two meanings of *re* used as a complete word? Indicate the pronunciations. (*re* – *rā* – second note of the octave; *re* – *rē* – as preposition meaning regarding)
 5. a. Find the root of *recommend* by dropping two prefixes. It is ultimately from L. *mando, mandare*, entrust. Write two or three related words from the same root. (mandate, mandatory, commendation, commendatory, remand, demand, etc.)
 - b. Write a letter of recommendation for a friend who is applying for a job as a baby-sitter. Explain that he/she is thoroughly reliable and responsible. Head the letter *To Whom It May Concern*.

NO COMMONLY MISSPELLED WORDS IN THIS UNIT

d. Write **responsible** again. Substitute the suffix **ive** for the suffix **ible**. What is the meaning of the word you have now?

3. a. Write **rebel**. How would you indicate the difference between **rebel**, n., and **rebel**, v.? Write the past tense of **rebel**. Write **rebel** again, and underline the root.

b. Form another noun from **rebel** by adding a suffix.

c. What noun and verb in the list are derived from the same root, although the fact is not clearly indicated in the spelling?

4. a. Write **recreation** following the numbers of any of the following which you would consider to be recreational activities:

(i) stamp-collecting, (ii) camping, (iii) hauling gravel.

b. Write **recommended** after the numbers of three items which you might recommend to your class executive as a spring activity for the class: (i) bowling, (ii) baseball, (iii) a science fair, (iv) a history club.

c. Write **reproduce**. Remove its two prefixes. Form new words by adding **in** and **re**. Write the nouns related to **reproduce** and to the two other verbs which you have formed.

5. a. Which word has the same origin as **fugitive**? Bracket the root. Write another word derived from the same root.

b. Which word is related in derivation to **affirmative**? What part is common to the two words? Underline the root of both words. What is the effect of **re** as it appears in the word contained in the spelling list?

c. Write **regarding**. Box the root. Note carefully its spelling, and how it differs from **guard**.

6. Quizzes

a. What word has the same root as a word which means **to put off** or **to delay**?

b. What word contains in itself a word which means a **contract for a term of rental**?

c. What word without its prefix means **to praise**?

ANOTHER LOOK AT SOME WORDS

aisle	judgment	mortgage	medicine	ache
severe	acknowledge	patience	impatient	tobacco
referred	altogether	character	happiness	benefit
original	recommend	fulfilled	sympathy	similar
scratch	responsible	recreation	maintenance	stretch

- From the list select and write the pairs of words which
 - contain a single vowel and six consonants each.
 - have the common root **pati**.
 - contain the combination **dg**.
 - begin with **a** and have a silent consonant each.
 - both have silent **h**.
- Write **maintenance**, **fulfilled**, and **benefit**. All are compound words. Separate the two parts of each word with a vertical line. Rewrite the words.
 - Write **happiness** and **judgment**. Draw a vertical line between stem and suffix. From what word is each noun formed?
 - Write **response** and **origin**, and the adjectives formed from each word.
 - Write **judgment**, and the verb from which it is formed. Note what happens to the final **e** when **ment** is added to the verb.
- Answer each of the following questions with a word from the list:
 - Down what part of the church does the bride walk with her father?
 - What guarantee does the buyer of a house give for the money he has to borrow?
 - What plant supplies the material from which cigars are made?
 - What word is used to denote continuous pain?

SUGGESTIONS FOR TEACHERS, UNIT 30

Presenting the Words

Follow the usual procedure for review units. Add to the review list words your class has found particularly difficult. A word of caution – be sure to correct and discuss the work “For Good Spellers” with your better spellers. They should not think of it as busy-work to be done carelessly or not at all.

Remember that review time can be cut drastically if you teach only the words your pupils need taught. However, systematic and regular testing of all pupils is still necessary to make sure of permanent mastery and retention.

Since the words in the unit form a heterogeneous collection, it is useful to find common bases for teaching them. Groupings, of course, will depend on which words you need to present. However, the following suggestions may be useful if you have all or most of the words to re-teach.

1. double letters – referred, recommend, fulfilled, happiness, tobacco. Have pupils note the letters that are doubled, and account for them where possible.
2. compound words – altogether, mortgage, fulfilled, maintenance, benefit, original (if your class is intelligent and interested enough to appreciate the compounding; see “Teaching the Words”, Unit 28). Note one *l* and the *e* in *altogether*, double *l* in *fulfilled*.
3. unusual incidence of silent letters, i.e., more than the customary silent *e* at the end of a word – aisle, judgment, acknowledge, mortgage, character, ache. Draw attention to the different reasons for the silent *h* in *ache* and *character*. Note also the absence of *e* after *g* in *judgment*.
4. soft *g* – original, judgment, acknowledge, mortgage. Note the absence of *e* after *g* in *judgment*.
5. adjective suffixes – original, responsible, impatient, similar.
6. noun suffixes – recreation, judgment, happiness, patience, maintenance, sympathy. Have pupils note particularly the vowel preceding *nce* in *patience* and *maintenance*.
7. *scratch* and *stretch* – one vowel and six consonants. Note the general similarity between the two words, size, shape, letter arrangement, even sound.
8. soft *c* – maintenance, medicine, patience. Note two *i*'s in *medicine*.
9. *severe* – note three *e*'s.
10. prefixes – responsible, recommend (2), referred, recreation, acknowledge, sympathy
11. silent *e* ending – aisle, severe, acknowledge, responsible, mortgage, patience, medicine, ache, maintenance.
12. *ti* spelling the sound of *sh* – impatient, patience, recreation
13. Greek origin – character, sympathy

Your own preference, and the needs of your class, will determine your presentation.

Dictating and Re-teaching

You may select illustrative sentences for dictation from among the following if you wish:

We walked up the *aisle* of the theatre together.

His *judgment* of the play was *severe*.

The actor interpreted the *character* with great *sympathy*.

The doctor will *recommend* rest and quiet, instead of *medicine*.

We wish you *happiness* in your new career.

The boys were not *altogether* responsible for the damage to the window.

Some *recreation* is of *benefit* to all of us.

When we had made the last payment we had *fulfilled* the terms of the *mortgage*.

Do you *acknowledge* your debt to those who helped you?

Knitted cloth will *stretch*.

Have *patience* with small children. Do not be *impatient* with them.

The *original* manuscript is now in the museum.

Your legs will *ache* after the unaccustomed exercise.

The town authorities paid for the *maintenance* of the little park.

Did the cat *scratch* the table? There is a *similar* scratch on the chair.

The matter of the class party has been *referred* to the social committee.

Sir Walter Raleigh is supposed to have introduced *tobacco* into England.

In the re-teaching periods try to regroup the words so that you throw new light on them each time they are brought before the class. Any device that focuses attention on the correct spelling of a word can probably be justified, but avoid over-use of oral spelling, and exercises that ask pupils to jumble the letters of words, or to rewrite them in phonetic characters. Practice should be given in writing the word as it would normally be written either in dictation or in original context of the user.

Pupils should be expected to write correctly, after each dictation, any words they have misspelled, but NO MORE THAN THREE TIMES. You will have to check corrections carefully as poor or careless spellers often write a word incorrectly even when they are copying it from the board or the textbook. Do not allow an error to go uncorrected, and of course avoid practice of errors.

There are few substitutes – if any – for dictating and correcting, dictating and correcting until the words are finally mastered. But the process can become deadly dull unless you continue to keep it interesting and highly motivated.

Doing the Exercises

Pupils excused after the first dictation should not be required to do the regular exercises. They should be assigned the exercises "For Good Spellers", pp. 79-80. Also eliminate the exercises involving words which all your pupils can already spell.

Ex. 1. a: scratch, stretch; b. impatient, patience; c. judgment, acknowledge; d. ache, aisle; e. ache, character.

Ex. 2. a: main|tenance, ful|filled, bene|fit; b. happi|ness, judg|ment; happy, judge; c. responsible, original; d. judge.

Ex. 3. a: aisle; b. mortgage; c. tobacco; d. ache.

Ex. 4. a: severe master, original painting, responsible doctor; c. sympathize, sympathetic; d. commend, mend; e. creation, create.

Ex. 5. a: mortgage or acknowledge, altogether; b. medicine; c. ached, stretched; e. impatience; f. refer.

Ex. 6. a: ac(know)ledge; b. ache; c. scratch; d. tobacco - to(bacc)o.

EXTRA HELP

Ex. 1. a: patience; b. fulfilled; c. scratch, d. medicine; e. sympathy.

Ex. 2. a: severely; b. persevere; c. responsibility; d. characteristic; e. mort|gage; f. referred, fulfilled.

Ex. 3. a: patience; b. similar (dissimilar); c. maintenance; d. happiness; e. tobacco.

Ex. 4. a: recommend; b. al-to-geth-er, or any division your dictionaries sanction; c. acknowledgment; d. ben-e-fit, or any division your dictionaries sanction.

Ex. 5. a: ori'ginal, orig'inal'ity; b. aisle; c. recreation, maintenance, patience; d. benefit; well-doing, -doer.

Ex. 6. Accept any sentences that spell the words correctly and indicate a knowledge of their meaning.

FOR GOOD SPELLERS

Ex. 1. a: surgeon, medical practitioner, pediatrician, urologist, etc.; b. Your pupils' opinions must be accepted here. c. start from scratch, Scratch an Englishman and you'll find . . . , Scratch my back and I'll scratch yours, etc.; the devil, Lucifer, Mephistopheles, Satan, etc.

Ex. 2. a: post mortem, literally after death. The words are cognate. Words beginning with *w*, borrowed by Old French from Teutonic or Old German, regularly began in French with *g* or *gu*, since the Romance Languages had no *w*. English often retained both the original form from its own OE stock and the corresponding French word, either a Norman French or a later borrowing. Compare *guard* and *ward*, French *guerre* and English *war*, etc. b. similarity, dissimilar, dissimilarity, simile, semblance, dissemble; c. joyfulness, gladness, contentment, joy, felicity, rapture, ecstasy, etc.

Ex. 3. a: Both mean literally *in place of*; a *lieutenant*, as in lieutenant-colonel, is the man who would take the place of the superior officer; b. A doctor who substitutes for or takes the place of a doctor in his absence is a *locum tenens*, literally, a place-holder or lieutenant. *Locum tenens* is the Latin form; lieutenant came in through French. c. answer, reply, given an answer or response or reply, rebut, retort, etc.; d. symphony, synonym, etc.; along with, or the same.

Ex. 4. a: e.g., I have completed the task assigned to me. I have fulfilled the task assigned to me. The completed assignment was sent in yesterday. My dream was fulfilled. b. Accept reasonable sentences that make the distinction in meaning.

Ex. 5. a: rubber, elastic, patience, hours, etc.; b. You may want to dictate one of the shorter, better paragraphs as a culminating activity for the unit. In any event, read and have pupils read to the class some of the paragraphs produced as a result of this exercise. Pupils will not continue to write for you unless you look at and recognize the value and purpose of their writing.

FOR TEACHERS ONLY

There are very few words which are distinctively Canadian, or which had their origin in Canada. Of the few, most are either place names or names of animals and objects native to Canada before the arrival of the white man. Among these, *caribou*, *totem*, and *wigwam* are probably most notable. *Parka* is an Aleutian word. Eskimo languages have also contributed *kayak*, *mukluk*, and *igloo*. A few words have taken on a specialized meaning in parts of the country; for example, in parts of western Canada, *bluff* is used to mean a small grove or stand of trees.

However, the commerce of words across the 49th parallel is so brisk that Americanisms rapidly become Canadianisms, again occasionally with some specialization of meaning. Moreover, English settlers in America often misnamed the new birds and animals they saw, so that the English robin and the robin of North America are two different birds; the bison is very often misnamed the buffalo. The turkey was also named in error, because the New England colonists who first saw it were reminded of the European turkey-hens and turkey-cocks.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: ache, benefit, judgment, patience, similar, stretch, tobacco

MOST COMMONLY MISSPELLED WORDS REPEATED FROM AN EARLIER BOOK: aisle (7), altogether (7), happiness (7), medicine (7), severe (7)

4. a. Write each of the adjectives **severe**, **original**, and **responsible** with the noun from the following list which it can best modify: painting, doctor, master.
- b. Write **altogether** and **all together**. Show by using them that you know how they differ in meaning.
- c. Write **sympathy** followed by the verb and adjective derived from it.
- d. After **recommend** write two words which are obtained by dropping the prefixes one after the other.
- e. After **recreation** write the noun which is left after the prefix is removed. From that noun derive the related verb.
5. Write
- a. two words from the list in one of which **g** followed by **e** is soft and in the other **g** followed by **e** is hard.
- b. the word which can be combined with the word **man** to mean **witch doctor** or **magician**.
- c. the past tense of the verbs **ache** and **stretch**.
- d. a sentence using **character** as an adjective to modify **witness**.
- e. the noun related to **impatient**.
- f. **referred** and its present tense.
6. **Word play**
- a. Decapitate it and amputate its feet and you have a word which means **be aware of**.
- b. If this were pronounced as it is spelled it would designate a letter of the alphabet.
- c. To start from this one means to begin from the beginning without any resources.
- d. Take out the **abc's** and you are left **too**.

Remember to review the words in your personal spelling list.



Extra Help

1. In the following sentences replace the words in bold type with synonyms from the list:
 - a. The chairman showed considerable **restraint** in the conduct of the meeting.
 - b. He **carried out** the instructions of the executive committee.
 - c. The owner will **withdraw** his horse just before the race begins.
 - d. The doctor is dedicated to the art of **healing**.
 - e. His friends had great **compassion** for Robert's suffering.
2. Write
 - a. **severe** and the corresponding adverb.
 - b. **severe** and a verb formed by adding the prefix **per**.
 - c. **responsible** and the noun derived from it.
 - d. **character** and the word formed from it by the addition of **istic**.
 - e. **mortgage** with a dividing line between the syllables.
 - f. the verbs which doubled the final consonant before adding **ed**.
3. Which word in the list
 - a. would appear on the dictionary page with the guide words **pathos** — **paw**?
 - b. can be made to mean the exact opposite by the use of the prefix **dis**?
 - c. is related to the verb **maintain**?
 - d. is a noun formed from an adjective which ends in **y**?
 - e. ends with a long vowel?
4.
 - a. In which word do you find the word **mend**?
 - b. Write **altogether**. Separate **altogether** into syllables. Rewrite **altogether** as a whole word.
 - c. Write **judgment**. Add the suffix of **judgment** to **acknowledge**.
 - d. Write **benefit**. Mark the syllables. Write **benefit** again, being especially careful of the second syllable.

5. a. From **original** make a noun by adding **ity**. Write **original** and the new word, indicating where the accent falls in each word.
- b. Write the word which is a homonym for **I'll**.
- c. Which word ends in **ion**? in **ance**? in **ence**?
- d. Which word is derived from the same roots as **benefactor**? How are the two words related in meaning?
- e. Write **fulfilled**. Note that the first syllable has one l, the second syllable two l's. Write **fulfilled** again.
6. Use
- a. **severe** to describe the loss suffered as a result of a flood.
- b. **impatient** to describe how a teacher felt about a pupil who continually arrived late for school.
- c. **original** to describe a story written by one of the pupils in your class.

For Good Spellers

1. a. What special names are assigned to practitioners of medicine in addition to the title of doctor? e.g., **physician**.
- b. List three forms of recreation which you enjoy.
- c. Use **scratch** in three or four metaphorical phrases, e.g., to scratch a living from the soil. Old Scratch is a jocular name for what character? By what other names is this character sometimes identified?
2. a. Write a Latin phrase in common English use which has the same origin as the first part of **mortgage**. Use the dictionary or a book of word origins to help you discover a relationship between **gage** and **wager**.
- b. Write three or four words which have the same root as **similar**.
- c. Write at least three different ways of expressing the idea of happiness. Roget's *Thesaurus of English Words and Phrases* is a convenient reference book for this kind of exercise.

3.
 - a. What relationship in meaning and origin exists between the phrase **in lieu of** and the word **lieutenant**?
 - b. Look up the term **locum tenens**. How is this phrase related to the word **lieutenant** in meaning? in origin?
 - c. Write several ways of saying **respond**.
 - d. Compile a list of words beginning with the Greek prefix **sym**. What is common to their meaning?
4.
 - a. There are many words in English which are fairly close in meaning but have come into the language from different sources. One such pair is **completed** and **fulfilled**. Compose a sentence in which they might be substituted for each other, and a pair of sentences in which they could not be substituted for each other.
 - b. Follow the same procedure for the following pairs of words: **holy** — **sacred**; **happiness** — **felicity**; **responsible** — **answerable**.
5.
 - a. List several substances or qualities which can **stretch** or **be stretched**.
 - b. Select your favourite recreation activity, and write a paragraph either describing it, or giving your reasons for enjoying it, or perhaps treating it in a humorous vein.

DID YOU KNOW?

While some words have deteriorated in meaning, others have come up in the world. You wouldn't think of **fun**, **fuss**, **dodge**, and **coax** as disreputable words; but two hundred years ago they were considered vulgar and unfit for the use of literary men. Perhaps **character** is on its way down in the world. Today **character** often has a semi-humorous or even derogatory connotation. It will be interesting to follow the career of **character** in the next few years.

ABOUT THE WEATHER

atmosphere	blizzard	vapour	geysers
lightning	torrent	calm	tropics
weather	observed	Arctic	satellite
diagram	district	bulletin	parallel
height	soaked		icicles

The words in this unit frequently appear in weather reports. You will find them useful in your own writing. The exercises provide opportunities for practising the spelling of these words.

- The following are approximate meanings of some of the words in the list. Write the words: storm accompanied by snow; moisture in the air; windless; measurement from base to top; gaseous envelope surrounding the earth; rushing stream.
 - Write the two verbs which appear in the past tense. Write the present of both verbs. Add **ing** to the present. What change must be made to the stem of one of the verbs when adding **ing**?
 - Write **calm**. Show the quality of the vowel as indicated by your dictionary. Write two words which rhyme with **calm** and end with the same three letters.
- Atmo(s)**, the first part of **atmosphere**, and **vapour** have approximately the same meaning. Write **atmosphere** and **vapour**. Make an adjective from the first and a verb from the second.
 - Write **bulletin**. It is related in origin and meaning to **bill**, as in **bill of sale**, or a **bill before the legislature**, as well as to **bull**, meaning an edict of the **Pope**. Use the dictionary to help you explain the relationship very briefly.
- Write **diagram**. Write two words which also contain the root **gram**. Write another word which contains the **prefix dia**. See Unit 3.

- b. Write **weather**. Write **weather** again modifying it with an appropriate adjective from the list.
- c. Write **district**. Replace the prefix **di** with **con** and **re**. Write **district** again, followed by a synonym of **district**.
4. a. Answer each question with a word from the list:
 (i) What ocean girdles the northern part of the earth?
 (ii) What electrical discharge is accompanied by thunder?
 (iii) What is it that everyone talks about but cannot change?
- b. Write the words from the list which have some association with water.
- c. Write the words which suggest disturbances in the weather.
- d. Write two words which might be used in the preparation of a weather report.
5. a. Write **lightning**. Note the unusual combination of four consonants. Underline it. Write **lightning** again, and draw a vertical line between the two syllables.
- b. Write **height**. How does it differ from its companion words **length**, **width**, **breadth**, **depth**? Circle the silent **e**. Write **height** again.
- c. Write **Arctic**. Why has it a capital letter? Underline the letter which is sometimes omitted in speech. Make a special note of this letter as you write **Arctic** again.
- d. What is the name of the region of the earth surrounding the South Pole?
- e. Write **observed** and a related abstract noun. Substitute **re** and **de** for the prefix of **observed**. What name is given the tower where records of the weather and the skies are made?
6. Write **blizzard**. Consult your dictionary to find the origin of this relatively new word. Find another word, beginning with **z**, which also sounds like its meaning.

Introducing the Unit

Capitalize on the general interest in the weather, and in the exploration of space for information regarding the weather. Use Ex. 7 as an introduction, if you like, or better still, relate the words to the weather maps that appear periodically in the newspaper and news magazines. The unit can be introduced with particular meaning on a day when the weather is bad; use the opportunity to the full if such a day coincides with your study of the words.

Teaching the Words

Many of the words have a good deal of interest quite apart from their spelling. *Blizzard*, for example, is an American coinage. The winter of 1880-1 was very severe, and *blizzard* was used repeatedly in American newspapers to describe the high winds and blinding snowstorms. It is formed like *drunkard* and *sluggard* on a base that was probably the same as *blitz*, a flash of lightning, and gained currency very rapidly because of its sound and the fact that it resembled *blast* and *blow*. Now a *blizzard* has an official designation. For a storm to be declared a blizzard, it must have winds of at least 40 miles per hour, a temperature of close to zero, and snow. For spelling purposes pupils must be careful of the double *z*, and of the *ard* at the end. *Blitz* is the German word for *lightning*. *Lightning* itself – be sure to draw attention to the absence of *e* between *t* and *n* – is from a very old word with its ancestry in the Indo-European language. *Gh* is a fossil of a sound which is still heard in German and Scottish *licht*. Errors often creep into the spelling in the *tn* area; either an *e* is inserted or the *n* is omitted. Warn pupils about the danger zone.

Many of the words are of Greek origin. *Arctic* is from the Greek word *arktos*, bear, from the fact that the constellation of the Great Bear (Ursa Major in Latin) or our Big Dipper, revolves around the polar or north star. The common error is to omit the first *c*. Have pupils practise saying *Arctic*, articulating the first *c* carefully.

Have pupils notice *l* in *calm* and supply a rhyming word with the same spelling – *palm*, *psalm*.

Atmosphere is a compound word, *atmos*, vapour + *sphaira*, ball. The combination *ph* should be your pupils' clue to the Greek origin. *Sphere* appears both as an independent word, and in other compounds – *hemisphere*, *spherograph*, etc. The first part of the compound word *diagram* has already been introduced through *diameter*. It is, like *gram*, a Greek root, and means *across*. If *diagram* is correctly pronounced it should not cause spelling difficulty.

Vapour is from a Latin word meaning *steam*. Canadian usage has vacillated between the *or* and *our* endings; both are common and should be accepted. In most derived words, as with *humour*, *humorous*, the *u* is dropped.

For the story of *bulletin* see Unit 23. Pupils should watch for double *l* and single *t*, and for the *in* ending.

Note particularly *rr* and *ent* in *torrent*.

In *observed*, have pupils find the root by removing *ob* and *ed*. Have them form *observation*, *preserve*, *preservation*, *conserve*, *conservation*. If you go back far enough, you will find the root of *district* in *L. stringo*, *strictum*, squeeze. *String* is cognate, that is, it probably comes from the same Indo-European root. *Strict* and *stringent* are close relatives. Have pupils write *district*; underline *strict*.

Height is a native English word, corresponding to the adjective *high*. Watch for *e*! It is often omitted. The corresponding Latin word is *altitude*, p. 28, from *L. altus*, high.

In *soaked* note *oa* spelling the sound of long *o*, and *k* alone at the end. Rhyming words like *oak*, *cloak* have a similar ending. With poor classes teach *weather* independently of *whether*, p. 12, with which it is frequently confused. Not until both words have been thoroughly learned in their own contexts should a comparison be made between them. The combination *ea*, of course, is the source of trouble in spelling *weather*.

Doing the Exercises

With good classes you may want to begin with Ex. 7. If you feel confident through pre-testing that most of your pupils can spell the words in the unit, omit the regular exercise material. In any event, use only as much of it as you require for your class.

Ex. 1. a: blizzard; vapour; calm; height; atmosphere; torrent; b. observed; soaked; observe; soak; observing, soaking; *observe* drops *e*; c. Accept whatever marking your dictionaries use. palm, psalm.

Ex. 2. a: atmospheric, vaporize; b. See material on *bullet*, Unit 23.

Ex. 3. a: grammar, telegram, gramophone; diameter, diagonal, etc., not diary; b. calm weather; c. constrict, restrict; locality, area, place.

Ex. 4. a: (i) Arctic, (ii) lightning, (iii) weather; b. torrent, vapour, soaked, perhaps blizzard, atmosphere if pupils can justify their inclusion of it; c. lightning, blizzard, torrent, soaked; d. diagram, atmosphere, observed, bulletin, Arctic – any that pupils can justify.

Ex. 5. a: light|ning; b. ends in *t* instead of *th*; c. proper noun, name of an ocean, Circle, region; underline *c*; d. the Antarctic; e. observation; reserved, deserved; observation tower; weather tower.

Ex. 6. See above for origin; zephyr

Dictation and Re-teaching

Most classes are likely to have errors in *lightning*, *height*, *weather*, *Arctic*. Do not mark as an error the spelling *vapor*, which is acceptable. With the pupils who need the work, carefully go over the causes of error. In *lightning* make sure that the word is being said and heard correctly. The omission of *n* is frequently due to faulty listening. In *height* there is no way to predict the combination *ei*; it simply has

to be learned and remembered. Compare *weather* with other words that contain *ea* with the sound of short *e* – *head, bread, steady, leather*, etc. If pupils still persist in omitting *c* in *Arctic* give additional practice in saying and hearing the word, with pupils writing as they say and hear. Use the board for their practice so that you can see for yourself that they are practising the correct spelling.

FOR POOR SPELLERS

1. Write
 - a. two compound words. (atmosphere, diagram)
 - b. the word that is a proper noun. (Arctic)
 - c. the words that end in *ed*. (observed, soaked)
 - d. all the words that have double letters. (blizzard, torrent, bulletin)
 - e. the word with a silent *l*. (calm)
2.
 - a. Which words contain parts that mean (i) a ball, (ii) requiring implicit obedience, (iii) male animal of the bovine family? (*atmosphere, district, bulletin*)
 - b. In each of the following phrases substitute a word from the list: the altitude of the rectangle, a notice announcing the meeting, mist rising from the stream, a downpour of rain, a blanket sodden with rain. (height, bulletin, vapour, torrent, soaked)
3. Write
 - a. *observed*. Add *ant* to the stem. (servant)
 - b. *lightning*. Circle the silent letters. (gh)
 - c. *weather*. Underline the letters that spell short *e*. (ea)
 - d. *blizzard*. Box the double letters. Underline the suffix. (zz, ard)
4. Using a word from the list in each, write questions to which the following are the answers:
 - a. Yes, I drew it. (Did you draw the diagram?)
 - b. Yes, I wrote it. (Did you write the bulletin?)
 - c. No, I wore a raincoat. (soaked)
 - d. No one can predict it accurately. (weather)
5. Using the underlined word or words, write a sentence
 - a. telling what happens to an object from space when it falls through the atmosphere.
 - b. explaining what is meant by Arctic weather.
 - c. telling what you, as an astronaut, observed on your last voyage through space.

FOR GOOD SPELLERS

1.
 - a. Use the study steps in learning the Extra Words of the unit.
 - b. Using the word *geysers*, tell of one place in the world where you might see geysers. (Yellowstone Park, Iceland, Japan)

- c. Use the word *satellite* to illustrate at least two meanings of the word. (satellite nation, a man-made satellite, a satellite of Saturn)
 - d. Write *tropics*. Write as proper nouns the names of the two imaginary lines called tropics. (Tropic of Cancer, Tropic of Capricorn)
 - e. Write *parallel*. Which imaginary lines on the earth's surface are known as parallels? (parallels of latitude)
 - f. Write *icicles*, and the noun from which it is formed. (ice) What name is given to the deposit of lime hanging from the roof of a cave and resembling an icicle? (stalactite)
2. a. What are the names of storms other than blizzards? Select one of them to define in detail. (typhoon, hurricane, gale, etc.)
 - b. Use *weather* figuratively (weather the storm, fair-weather friends, etc.)
 - c. List several adjectives which might be used in describing a calm day. (cloudless, still, clear, windless, quiet, restful, drowsy, somnolent, etc.)
 - d. What term is used for the layer of atmosphere above the troposphere? (stratosphere)
3. a. Geysers are eruptions of water from the earth's crust. Name another kind of earth eruption. (volcano)
 - b. What term might be used to describe lines which are not parallel? (divergent, perpendicular, going off in different directions, etc.)
 - c. Use the dictionary to help you explain the relationship in meaning between *diagram* and *diameter*. (One is literally writing across, the other a cross measurement, i.e., of a circle.)
4. a. Write a bulletin announcing the opening of the spring baseball season at your school.
 - b. On a diagram of your playground, print or indicate by using a key the principal sports areas and what they are used for.
5. a. Write half a dozen nouns ending in *ard*. Clue: Look up *ard* in your dictionary. (standard, drunkard, sluggard, dastard, coward, placard, custard, etc.) What part of speech are they? (nouns)
 - b. What names do you know for the constellation which gave its name to Arctic? (Big Dipper, Ursa Major, the Great Bear)

NO MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: height (7), lightning (7), weather (3, 5)



- a. In a few lines explain how weather maps are used.
- b. Write a bulletin forecasting tomorrow's weather for your district.

Make sure that every word is correctly spelled, and that punctuation is carefully and correctly used.

32

NOUNS ENDING IN Y

ability	variety	opportunities	calories	priority
authority	quality	quantity	society	durability
laundry	boundary	university	fancy	fidelity

All the singular nouns in this unit end in the letter **y** preceded by a consonant. Look at **opportunities** to help you recall the rule for writing plural forms of such nouns.

1. a. Write **opportunities** and **calories**, and under each word write its singular form.
- b. The prefix **op** of **opportunities** is a modified form of the prefix **ob** which you see in **obscure** and **object**. Why do you suppose **b** has changed to **p**? Knowledge of the prefix should help you to remember that **opportunities** is spelled with two **p**'s, one belonging to the prefix, the other to the root, **port**. Write **opportunities** again. Underline the prefix and circle the root.
- c. Write **calories**. Find and write two definitions of **calories**.

2.
 - a. Write the words which, in their singular form, end in **ity**.
 - b. Write **university**. It is a compound word. Separate the two parts with a vertical line. Make related words by replacing **ity** with **e** and **al**.
 - c. Write words derived from the same root as **university** which mean (i) stanza, (ii) capable of doing many things, (iii) experienced or skilled.
 - d. Write **quality** and **quantity**. Write both words in the plural.
 - e. What word is left when you remove the suffix of **authority**? What word have you when you change the suffix **ity** to **ize**?
3. Write **laundry**. Your dictionary will tell you how **laundry** and **lavatory** are related in origin. Explain how they are related in meaning. Write the plural of both words.
4.
 - a. **Ability** is sometimes used as a suffix. Write **ability**. Now use it as a suffix with **read**.
 - b. After the singular of **fancy**, **society**, **variety** write the plural.
 - c. The root of **society** is **soc**. List at least two adjectives having the same root.
5. Answer the following with at least one word from the list:
 - a. What does the fat man count when he is on a diet?
 - b. Where should good students continue their studies after high school?
 - c. What is the 49th parallel of latitude along Canada's border?
 - d. When you buy something do you prefer quality or quantity?
6. **A riddle or more**
 - a. What's free when heart's whole?
 - b. What knocks but once?
 - c. What can help you obtain a quality that's said to be next to godliness?

Teaching the Words

The rule of *y* changing to *i* has been taught so many times that it should require nothing more than a reminder.

Have pupils suggest other possible groupings for the words. Examples of such groupings are:

1. ending in *ity*: *ability, authority, quality, quantity, university, opportunities* – plural of *opportunity*.
2. ending in *ety*: *variety, society*. Notice that in both of these words the letter preceding *e* is *i*, pronounced long.
3. ending in *y* preceded by a consonant: *laundry, fancy*. Note that the singular of *calories* is *calorie*.

In addition, several of the words have points of interest that should be appreciated by average or better-than-average classes. *Laundry* and *lavatory* are doublets. The relationship is easier to recognize when pupils know that for a long time *u* and *v* were not differentiated. Both words come from a common root *lav*, wash. The verb *lave* is no longer in common use, but it is still recognized as part of the vocabulary of poetry. Note that there is no *e* in *laundry*; it sometimes creeps in.

Pupils should find and mark *author* in *authority*. The *authority* is the source or originator, from L. *auctor*, ultimately from a verb, *augeo, auctum*, increase, originate. From the first meaning are derived *augment* and *auction*, from the second, through French, *author* and *authority*.

Qualis and *quantus* are Latin adjectives meaning of *what kind* and *how much*, hence eventually *quality* and *quantity*. Once again make sure that mistakes do not occur because of confusion between *gu* and *qu*.

Variety is from Latin *varius*, meaning various. *University* is a compound word from Latin *unus*, one, and *versum*, turned or turning. Pupils should be able to give you related words from both roots – *union, unity, unilateral; versatile, reverse*, etc. The universe turns as one; surely a university is a universal institution, overriding local prejudices and drawing on the universe for its resources.

Even a poor speller might be interested to learn that *calories*, units of heat, are very close kin to *calm*, p. 81. *Calories* comes from L. *calor*, heat, a direct descendant of Greek *kaume*, heat, from which *calm* is derived. In *calories* pupils should notice the singular *calorie*, the single *l* followed by *or*.

Fancy may be used as noun, verb, or adjective, although in the list it is classified as a noun. It is a doublet, and indeed a contraction, of *fantasy*, which is ultimately from Greek through Latin through French, and is still sometimes spelled *phantasy*, an indication of its Greek origin.

In *ability* pupils should remember the run of *i*'s. *Ability* is sometimes used now as a suffix to form a noun, e.g., *employability, stretchability*.

Note the suffix *ary* of *boundary*. *Bound* itself means limit, cf. the phrase *within bounds*. Other words ending in *ary* in the word list are *ordinary*, *supplementary*, *temporary* and *visionary*. Among the most commonly misspelled words are *February*, *library*, *necessary* – the first two mainly because they are mispronounced.

You will not, of course, use all the material supplied for you here with every class, or perhaps with any one class. Select what you find useful.

Doing the Exercises

Ex. 1. a: opportunity; calorie. Note the latter particularly. b. to accommodate itself to the following *p*; it is easier to say; prefix *op*, root *port*; c. units of heat, one of which is used to raise one kilogram of water one centigrade degree; units of quantity of heat; frequently used in counting the weight-raising content of food.

Ex. 2. a: ability, authority, quantity, university, opportunity; b. uni|versity; universe, universal; c. (i) verse, (ii) versatile, (iii) versed; d. qualities, quantities; e. author; authorize.

Ex. 3. See "Teaching the Words" above. laundries, lavatories.

Ex. 4. a: readability; b. fancies, societies, varieties; c. social, sociable, associated.

Ex. 5. a: calories; b. university; c. boundary; d. quality, but the answer depends; there are some things of which a large quantity may be more desirable than fine quality; accept pupils' judgment. After all, you are primarily concerned with having them write one of the two words.

Ex. 6. a: fancy (heart whole and fancy free); b. opportunity; c. laundry. (Cleanliness is next to godliness.)

Dictating and Re-teaching

Since only two of the words, *opportunities* and *quantity*, appear in the list of most commonly misspelled words, do not spend too much time on the words in this unit. Dictate them, re-teach the misspelled words, make a note of them, and include them in the teaching of the following unit, and in the dictation of that unit. Do not expect complete mastery by every pupil before going on. However, a word of caution. Eventually you will expect all pupils to spell all the words in the unit correctly.

FOR POOR SPELLERS

1. a. Write the words that have the following roots: *port*, *vari*, *soci*. (opportunities, variety, society)
- b. Which word has its singular form ending in *ie*? (calories)
- c. Which word is sometimes used as a suffix to form new words? (ability)
- d. Which word is a shortened form of *fantasy*? (fancy)
- e. Write the words which begin with *qu*. (quality, quantity)

2. a. Write the nouns which are related to the following verbs: authorize, vary, launder, bound. (authority, variety, laundry, boundary)
- b. Which is a compound word? (university)
- c. Which word names a place where clothes are washed? (laundry)
3. a. Use *variety* as the subject of a sentence.
- b. Use *opportunities* as the object of a sentence.
- c. Ask a question about the number of calories in a piece of apple pie.
4. Use the word in brackets in an answer to each of the following questions:
 - a. Why was that man so successful? (ability)
 - b. Where is your brother studying now? (university)
 - c. What sort of costumes will be worn at the party? (fancy)
 - d. Why was the store able to sell the suits so cheaply? (quantity)
 - e. By what standard do you judge the goods you buy? (quality)
5. a. Show that *boundary* can be used both as a noun and as an adjective. (cross the boundary; the boundary line)
- b. Do the same for *society*. (The Society for the Prevention of Cruelty to Animals; the society page of the newspaper)
- c. Write a word like *readability* in which *ability* is the suffix. (capability, memorability, etc. Check pupils' answers in the dictionary.)

FOR GOOD SPELLERS

1. a. Write *fidelity*. Compare *confidence*, p. 66. Write a synonym for *fidelity*. (loyalty, faithfulness)
- b. *Priority* is formed from the comparative of the Latin adjective meaning *earlier*. Write *priority*, and the adjective related to it. (prior)
- c. Write *durability*. Underline the root. Write two words derived from the same root. (*dur*; endure, endurance, durable)
2. a. Write the names of three foods that are high in calories; three that are low in calories. (sugar, chocolate, pie, spaghetti, potatoes, etc.; cucumbers, lettuce, spinach, celery, etc.)
- b. Write the names of two associations that have *Society* in their titles. Be sure to capitalize the names. (Canadian Red Cross Society, Society for the Prevention of Cruelty to Animals, Royal Humane Society, etc. Accept titles real or imaginary)
- c. What imaginary line forms the major part of the boundary between Canada and the United States? (the 49th parallel)
3. Write
 - a. three nouns ending in *ity*. (magnanimity, gentility, purity, flexibility, legibility, etc.)

- b. nouns formed from the following words: *legal, personal, plural, virile*. (legality, personality, plurality, virility) Define at least one of the nouns.
 - c. adjectives related to the following nouns: opportunities, fancy, authority. (opportune, opportunistic; fanciful or fancy; authoritative or authoritarian)
 - d. a definition of one of the adjectives in c.
4. a. Of what are *fancy* and *hi-fi* contracted forms? (fantasy, high fidelity)
- b. Use *variegated* to show its meaning. (of various colours)
- c. List two or three methods of cleaning in addition to laundering. (dry cleaning, vacuuming, dusting, brushing, sweeping, sponging, bathing, etc.)
- d. Of the various activities in a day, to which one would you give priority? List three major activities in order of priority.
5. a. Write a brief paragraph setting forth the opportunities in your community for employment for someone like you.
- b. Select one of these opportunities and explain why you do or do not think it suitable for you. If there are none, tell what you would like to do to earn some money for your own use.
- PROOF-READ WHAT YOU HAVE WRITTEN FOR HAND-WRITING, SPELLING, AND COMPOSITION.**

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME IN BOOK 8: quantity

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: opportunities (7)



This scientist thinks he has discovered something that will change the whole way of life in this world. What is it? How will he use it?

PROOF-READ CAREFULLY FOR SPELLING AND
PUNCTUATION. CHOOSE YOUR WORDS TO
CONVEY YOUR MEANING EXACTLY.

33

THE GREEKS HAD A WORD FOR IT

For thousands of years Greek was the language of scholarship. Throughout Roman times educated men spoke and wrote Greek as well as their native language, and right up to the present century many universities required a knowledge of Greek and Latin for entrance. As a result a great many Greek words or words of Greek origin are to be found in all the European languages. Most of them are words pertaining to philosophy, mathematics, and science, but in addition a large number of words in common daily use are derived from the Greek. You've already encountered a number of them in this book.

Greek is still being used as a source of new words, often in combination with words of far different origin, or with prefixes or suffixes which have no Greek connections. For example, **automobile** and **television**, both coined to name new inventions, are mongrels, or **hybrids**, if you prefer a Greek name for them. The first part of each is Greek, the second Latin.

It is often possible to recognize Greek roots because the English words derived from them may have **y** where you might expect **i**, **ch** with the sound of **k**, and **ph** for **f**. The combination **ps**, with **p** unsounded, also provides a clue to Greek origin. Good examples are **psychoanalysis**, **psychology**, **philosophy**. The words in this unit are Greek in origin.

chemical	athlete	athletics	pyramids	philosopher
theory	heroic	mathematics	analysis	psychology
electronic	atomic	scholarship	grammar	synthetic
	horizon	hemisphere		prophet

- The Greeks believed that a healthy, beautiful body was of great importance. Which words in the list reflect this belief?
 - Write **athlete** and **athletics**. Draw vertical lines between the syllables of each word. How many syllables are there in each? Avoid the common error of introducing an extra syllable.
- Which words have **ch** pronounced **k**?
 - Write **scholarship**. This word is another hybrid. Use the dictionary to find out from which languages **scholar** and **ship** are derived.
 - Chemical** is both a noun and an adjective. What other noun is related to **chemical**? Write the two nouns. Box the common root.
- Which word has **ph** pronounced **f**?
 - Write the compound word **hemisphere**. What is the meaning of each part?
 - What is another compound word containing **sphere**?
- Write the word or words from the list which you associate with each of the following (e.g. science — chemical): geography, Egypt, algebra, radio tubes, language, sport.
 - Write all the words which contain **ic**. Circle **ic**.

Teaching the Words

The introduction in the pupils' text may be used in conjunction with the Greek roots already encountered. Take pupils back to Unit 31 – *atmosphere*, *diagram*, *Arctic*. Remind them of the clues that so often point to Greek origin – *ch* for *k*, *ph* for *f*, *y* for *i*. Then examine the words in the list for the clues – *chemical* and *scholarship*; *hemisphere*; *analysis*, *pyramids*. Pupils might add examples to each of these types – *choir*, *chorus*, *cholera*, etc.; *elephant*, *telegraph*, *telephone*, *synthetic*, *symphony*, etc.

Chemical, *electronic*, *heroic*, *atomic*, *mathematics*, *athletics* might be considered together because of the *ic* suffix. *Chemical* has the additional suffix *al*, and *athletics* has *s* added. Have pupils notice the formation of *heroic* and *atomic* from *hero* and *atom*. Add to the list other words that use *ic* to indicate an adjective: *economic*, *chronic*, *comic*, *plutonic*, *neurotic*, *psychic*, etc.

Athlete and *athletics* both have to be pronounced carefully so that pupils can hear that there is no vowel sound between *th* and *l*. Pupils themselves should say the words, listening for two syllables only in *athlete* and three only in *athletics*.

Use *theory*, *hemisphere*, *analysis*, *grammar* to produce *theoretical*, *hemispheric*, *analytic*, *grammatical*. How do *analytic* and *hemispheric* differ from the others? (The others require *al*.) Look carefully at *theory*; circle *e*. Let pupils say *theory* hearing the *e* and the *o* both. *Hemisphere* is a compound word. What are the two parts? Let pupils separate the word into its two parts and find the meaning of each (*hemi* – half; *sphere* – ball). Let them write the plural of *analysis* (note one *l* only) – *analyses*. What other words do they know which form their plurals in the same way? (*basis* – *bases*, *synthesis* – *syntheses*, *axis* – *axes*, etc.; notice the pronunciation of *e* in the plural – long *e*.) *Pyramids* may go back even beyond the Greek to Egyptian. Why would one think so? The Greek word that is the root of Greek *mathematikos* is *mathema*, science, and before that *mathe*, learn. The Greeks were interested in mathematics, and contributed much to modern concepts of space and measurement; their language is associated with many phases of the measurement part of mathematics either directly or through Latin – geometry, kilogram, litre, etc. *Horizon* harks back to a Greek word meaning *bound(ary)*; the horizon is the boundary circle marking the edge of the visible world. The spelling is not difficult once pupils know to use the rather uncommon letter *z* in its proper place.

Scholarship is a hybrid in the sense that *ship* is an Anglo-Saxon suffix added to a Greek root. Pupils who have been able to spell *school* for seven years should have no trouble with *scholarship*; note single *l* and *ar* ending of *scholar*. Obtain from students examples of other nouns using the suffix *ship* – *kinship*, *hardship*, *worship*, *apprenticeship*, but not *warship* which is a compound word. (For Good Spellers – The

same suffix with a different spelling and pronunciation appears in *landscape*.)

Grammar has already been discussed. Recall double *m* and the same *ar* ending as in *scholar*.

Doing the Exercises

Ex. 1. a: athlete, athletics; b. ath|lete, ath|let|ics; 2, 3.

Ex. 2. a: chemical, scholarship; b. *scholar*, Greek; *ship*, Anglo-Saxon or Old English; c. chemical, chemistry. Box *chem*.

Ex. 3. a: hemisphere; b. *hemi*, half; *sphere*, ball; c. atmosphere, stratosphere.

Ex. 4. a: hemisphere; pyramids; mathematics; electronic; grammar and analysis, even theory; athlete, athletics; b. chemical, electronic, heroic, atomic, athletics, mathematics; c. theories; theorem; proposition to be proved by a chain of reasoning; or any other definition supported by a dictionary.

Ex. 5. a: analyses; b. Concise Oxford Dictionary says *mathematics* is plural, but is usually treated as singular. Take your choice – singular or plural. c. line at which earth and sky seem to meet; horizontal; accept the markings used by any reputable dictionary. d. monogram; a single initial embroidered or carved; often extended to mean a set of initials in a design

Ex. 6. a: heroic; hero, heroism; heroically; b. from Gr. *elektron*, amber; from *elektor*, the beaming sun. When amber was rubbed it gave off electric sparks; little more was known about electricity until very recently – that is, recently in historical terms.

Ex. 7. These written exercises will be of no value unless they are checked and appreciated by you; select passages for reading to the class; comment favourably on well-written paragraphs.

Dictating and Re-teaching

Suggested sentences to provide context are: The *chemical* burst into flames. The *theory* of electronics is difficult to master. *Electronic* equipment requires care. What *athlete* was the first to break the four-minute mile? *Athletics* form an important part of the educational program. The fireman performed a *heroic* rescue. The use of *atomic* energy may transform industry. I saw a ship on the *horizon*. We enjoy the study of *mathematics*. The student won a *scholarship* worth several hundred dollars. We live in the western *hemisphere*. The ancient Egyptians built the *pyramids* as tombs for their kings. The *analysis* of a sentence helps us to understand its structure. *Grammar* is an interesting exercise in analysis.

The words in the unit are specialized in their use. It is more important to watch for them as they come up in the course of the term's work and to check them for spelling than to spend much time in drilling them now. Make a note of those which are frequently misspelled, re-teach them, but do not spend more than two or three spelling periods on the unit as a whole. *Grammar* is the only word to appear in the

list of words most commonly misspelled in children's writing. Make sure that *mathematics*, which could be in daily use, is spelled correctly by everyone before leaving it. A common error is to substitute *a* for *e*.

FOR POOR SPELLERS

1. a. Write and complete the following equation: $\text{atomic} = \text{atom} + ?$.
(ic)
b. Write *analyse* and the noun related to it. (analysis)
c. Which word has the suffix *ship*? (scholarship)
d. What is the noun from which *horizontal* is formed? (horizon)
e. Which word is related to *electric*? (electronic)
2. Write
a. *theorize* and the noun from which it is formed. (theory)
b. *atmosphere* and the word that shares a root with it. (hemisphere)
c. the word which deals with the study of language. (grammar)
d. the word which includes in its meaning arithmetic, algebra, and geometry. (mathematics)
e. the noun which refers to a person. (athlete)
3. Answer with one word from the list:
a. What comes to a point at the top? (pyramid)
b. What may be considered either singular or plural? (mathematics)
c. What is always there but keeps moving away as you move? (horizon)
d. What pertains to an atom? (atomic)
e. What begins with the definite article? (theory)
4. Which words
a. contain the combination *ar*? (scholarship, grammar)
b. show their Greek origin by using *y* where you might expect *i*? (pyramids, analysis)
c. end in *ics*? (athletics, mathematics)
d. begin with the letter *h*? Write them in alphabetical order. (hemisphere, heroic, horizon)
5. Using the underlined words, make statements about
a. the value of any chemical you may know.
b. a theory you have about why girls/boys act as they do.
c. why you do or do not like mathematics.
d. why you do or do not like athletics.

FOR GOOD SPELLERS

1. a. Write the Extra Words and circle the part or parts of each which give a clue to their Greek origin. (ph, ps, ch, y)
b. *Philosopher* is a compound word, *philo*, love, *soph*, wisdom. Write the name of an American city that bears the first part of the root. (Philadelphia)

- c. What is the noun from which *synthetic* is formed? (synthesis) What does it mean? (putting together, the opposite of *analysis*, which is taking apart)
 - d. What is a person called who practises psychology? (psychologist) Write another word from the same root (*psyche*, soul). (psychiatrist, psychiatry) From what name in Greek mythology do these words stem? (Psyche)
2. a. Find and write two or three words which form their plurals like *analysis*. (basis, axis, thesis, synthesis, crisis, etc.)
 - b. Find and write two other nouns which, like *athletics* and *mathematics*, end in *ics*. (heroics, physics, electronics, etc.)
 - c. Write half a dozen words which use the suffix *ship*. (worship, hardship, kinship, apprenticeship, fellowship, friendship, etc.; not warship)
 - d. Use *electro* as part of a compound to make another word. (electromagnet, electrotype, electrolysis, etc.)
3. a. Write *prophet* and its homonym. (profit) Write another noun related to *prophet*. (prophecy) What is the corresponding verb? (prophesy)
 - b. What is the difference between a synthetic and a natural fibre? (A synthetic fibre is made chemically by man.)
 - c. What was the philosopher's stone? Use the dictionary to help you find the answer. (the substance for which alchemists searched, which would turn base metals into gold)
 - d. Name three or four branches of mathematics. (arithmetic, algebra, geometry, trigonometry, statistics, actuarial mathematics, etc.)
 - e. Explain what a horizontal line is. (parallel to the plane of the horizon; at right angles to the vertical)
4. a. In a sentence or two explain why good scholarship is essential to the world today.
 - b. Explain briefly how a minor error in mathematics can be of immense importance.
 - c. Briefly analyse your motives in studying. Why do you study? What do you expect to achieve by studying?

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME IN BOOK 8: grammar

- c. Write **theory** and its plural. Write **theory** again, and then change **y** to **em**. Write a definition of the new word.
5. a. Write **analysis** and its plural. Note that **analysis** has retained its Greek plural.
- b. Write **mathematics**. Is this word singular or plural? Use the dictionary to check your answer. Write **mathematics** again. Circle the **e**.
- c. Write **horizon** and its meaning. What adjective do you obtain by adding **tal**? How does the addition of the suffix change the quality of vowel sound and stress or accent? On **horizon** and the derived adjective mark the quality of the vowels and the accent.
- d. Write **grammar**, boxing the root. Construct a word by combining **gram** with **mono**. What does the word mean?
6. a. Which word means **very brave**? What is a related noun? Make an adverb from the word in the list.
- b. Write **electronic**. Add **s** to form a noun. What is the root of **electronics**? You may enjoy tracing the history of **electronics** in a large dictionary or book of word origins.
7. Select a topic sentence from among the following suggestions, and write a paragraph beginning with it:
- a. A small cloud was barely visible on the horizon.
- b. I hate cereal for breakfast!
- c. I once knew a remarkable athlete.

REMEMBER

When in doubt about the correct spelling for a word, check with your dictionary.



ADJECTIVE TO ADVERB

The words in this unit illustrate a common method of transforming an adjective into an adverb.

urgent

stubborn

immense

similar

positive

aimless

prominent

approximately

cautiously

frequently

naturally

probably

selfishly

usually

awkward

elaborate

heartily

merely

1. a. Write the words which end in **ly**. What part of speech are they?
 b. Write the original words from which the **ly** words were formed. What part of speech are they?
 c. Write **probably** and the adjective from which it is formed. What was the effect on the spelling of the original word when **ly** was added?
2. a. Write all the adjectives which end in two consonants.
 b. Add **ly** to all these adjectives. What is the effect on the spelling of the original words?
 c. Write **approximately** and **immense**. Now add **ly** to **immense**. What effect did this have on the final **e** of **immense**? Compare **approximately**.
 d. Write **positive**, and the adverb derived from **positive**.
3. a. Write the two adverbs the stems of which end in **al**.
 b. Write **aimless** and the stem of **naturally**. How do these two words resemble each other?
 c. Which adjective ends in **ar**? Form the adverb by adding **ly**. Write a noun related in origin to the adjective and which is the name of a figure of speech. From the adjective form another noun which means **likeness**.

SUGGESTIONS FOR TEACHERS, UNIT 34

Teaching the Words

Have the class inspect the last half of the list. What suffix is common to all the words? What is the purpose of the suffix? Was any change made in the stem when the suffix was added? Pupils should tell you that only in *probably* was any change made. Why? Write *probable* and add *ly* – *probable-ly*. It becomes apparent that the form *probably* developed naturally, and that the change in spelling is simply a result of the natural pronunciation. Have pupils account for the two *l*'s in *naturally* and *usually* – the result of adding *ly* to stems that already end in *l*; i.e., one *l* belongs to the stem, the other to the suffix.

Apply the principle established to the seven adjectives in the list. Form adverbs from the adjectives by adding the suffix *ly* (Ex. 2). However, bear in mind that your primary aim is to ensure mastery of the words in the basic list, and that ability to form adverbs is a secondary skill to be established.

Now examine the words for other structural similarities and idiosyncrasies. In what way are *immense* and *approximately* alike? In both words the last letter of the prefix has been assimilated to the first letter of the stem, to give a set of double letters – *mm*, *pp*. The prefix *im* of *immense* has a negative sense – not measurable, and therefore very large. Note that *mens* is the same root as in *mensuration*, measurement, from which *measure* itself is derived through French. Note also the *e* of *approximate* and *immense* is retained when *ly* is added.

Stubborn also has a set of double letters, which has the effect of making *u* short. *Urgent* and *prominent* have the suffix *ent*. Notice the soft *g* of *urgent* (compare *urge*, of which *urgent* is a form), and the single *m* and *n* of *prominent*. The same suffix, *ent*, is found in *frequently*. Have pupils write all three words, underlining the common suffix. *Naturally* and *usually* share the suffix *al*. Draw attention to the second *u* in *usually*; it is part of the original Latin root.

Other prefixes which appear frequently on adjectives are *ar* of *similar*, *ive* of *positive*, *able* of *probable*, *ous* of *cautious(ly)*, and *ish* of *selfish(ly)*. Give the opportunity for word-building with all of these – *dissimilar*, *unpopular*, *jugular*, etc.; *active*, *passive*, *formative*, *decisive*, etc.; *capable*, *notable*, *movable*, etc.; *envious*, *jealous*, etc. (see p. 98); *unselfish*, *babyish*, *boyish*, *girlish*, etc. (p. 66, foolishness). The *less* of *aimless* is often the antonym of *ful* – *careful*, *careless*. Other adjectives ending in *less* are *selfless*, *pitiless*, *helpless*, etc.

You might remind better spellers of the root of *positive* – *pono*, *positum*, place or put. Related are *composition*, *component*, etc.

Cautiously might cause some difficulty. Emphasize the combination *au*, and *ti* spelling the sound of *sh* (Ex. 6. a). Make sure that pupils know how to write the letter *x* when it appears in the middle of a word – *approximately*.

Doing the Exercises

Ex. 1. a: approximately, cautiously, frequently, naturally, probably, selfishly, usually; adverbs; b. approximate, cautious, frequent, natural, probable, selfish, usual; adjectives; c. probable; *le* of the stem merged with *ly*.

Ex. 2. a: urgent, stubborn, aimless, prominent; b. urgently, stubbornly, aimlessly, prominently; none; c. immensely; none; d. positively.

Ex. 3. a: natural, usual; b. both derived from nouns – aim, nature; c. similar; similarly; simile; similarity.

Ex. 4. a: stubborn; b. immense; c. aimless; d. selfish; e. prominent.

Ex. 5. a: probably or naturally or usually; b. naturally or probably; c. usually or frequently or naturally; d. usually or frequently; e. cautiously.

Ex. 6. a: cautiously, selfishly; b. approximately; c. immense; d. prominent, urgent, frequently – any two; e. positive.

Ex. 7. a: position, composition, deposit, etc.; urgency, urgently, urge, etc.; approximation, proximity, etc.; caution, precaution, cautionary, etc. Check with the dictionary if doubtful of the relationship. b. aimless, probably, stubborn; c. urgent, frequently, positive or perhaps stubborn, immense.

Dictating and Re-teaching

Remember to include in the dictation and the re-teaching, if need be, troublesome words from the previous two units. Follow the regular procedure in dictating; do not dictate any of the words formed in the exercises or the teaching period, since your prime concern is to establish the words in the list; the others are a means to an end.

In the re-teaching period clear away the errors that were actually made by your pupils. To know these errors you must at least glance through the papers after they have been corrected by the pupils. Urge pupils to follow the study steps in re-learning words that they have misspelled.

FOR POOR SPELLERS

1. a. Write the words which have the same suffixes as *popular*, *active*, and *previously*. (similar, positive, cautiously)
b. Which words have the same roots as *improbable*, *self-winding*, *usage*? (probably, selfishly, usually)
c. Write the adjectives related to the following nouns: *mensuration*, *urgency*, *similarity*. (immense, urgent, similar)
d. Which adverbs bear a relationship to the following verbs: *caution*, *use*, *approximate*? (cautiously, usually, approximately)
2. Use
 - a. *cautiously* to modify the verb *drive*.
 - b. *stubborn* to modify the noun *mule*.
 - c. *selfishly* to modify the verb *act*.

- d. *frequently* to modify the verb *read*.
 - e. *probably* to modify the verb *spell*.
 - f. *aimless* to modify the noun *life*.
3. Substitute a word from the list for the underlined word or words in each sentence:
- a. The children lived about a mile from the school. (approximately)
 - b. They were generally on time. (usually)
 - c. Of course they left about eight-thirty. (naturally)
 - d. We would like a firm answer by tomorrow. (positive)
 - e. Cyrano de Bergerac had a very large nose. (prominent)
 - f. The child was wandering about in a vague sort of way. (aimless)
5. Write
- a. all the words with double consonants. (stubborn, immense, aimless, approximately, naturally, usually)
 - b. the only word in the list which changed the stem before adding *ly*. (probably)
 - c. the word which has a suffix meaning the opposite of the suffix *ful*. (aimless)
 - d. the word which contains *qu* (frequently)
 - e. the words which contain the combination *au* and *ua*. (cautiously, usually)
 - f. *similar* and its antonym. (dissimilar)
5. Write a notice about a school safety precaution. Head it URGENT!

FOR GOOD SPELLERS

1. a. Write the Extra Words. Opposite the adjectives write the corresponding adverbs, and opposite the adverbs the corresponding adjectives. (awkwardly, elaborately, hearty, mere)
 - b. Underline the suffix you detect in *awkward*, and write two other words using the same suffix. (toward, backward, forward, etc.) Use the dictionary to find the meaning of the root word. (*awk* – backhanded, untoward)
 - c. What is the root of *hearty*? Write two expressions using the word *heart* in a sense that is not biological or physical. (With all my heart, from the bottom of my heart. My heart bleeds for you, a heart-to-heart talk, etc.)
2. a. Write the meaning of *natural* as it is used in each of the following sentences:
- (i) It seemed the natural thing to do. (normal, usual)
 - (ii) The animal was living in a natural environment. (like nature, unchanged)
 - (iii) The pupil struck the note of B natural. (without sharp or flat)
 - (iv) The man lived out his natural life. (full duration on earth)

- b. Use *supernatural* to show its meaning.
 - c. What is a naturalist? (student of plants and animals)
 - d. What is a naturalized citizen? (one who was born a citizen of another country and adopted citizenship in a new country)
3. a. Use *mere* as an adjective to show its meaning. Then define its meaning as a noun. (lake or pond; now used poetically only)
 - b. What are two synonyms for *stubborn*? (obstinate, unyielding, obdurate)
 - c. What is an antonym of *positive*? (negative, undecided)
 - d. Write an antonym for *cautiously*. (recklessly)
 - e. Write three synonyms for *immense*. (huge, immeasurable, tremendous, extensive, etc.)
4. a. Express the idea of *frequently* in three or four different ways. (often, again and again, repeatedly, over and over, more than once, on many occasions, etc. Give considerable leeway.)
 - b. Give an example of what you consider aimlessness. (Again be prepared to accept pupils' opinions or judgments as to what constitutes aimlessness.)
 - c. Briefly relate an example of a selfish action, and what you would consider to be the unselfish action under the same circumstances.
 - d. Which of these two actions was the better or the wiser? Justify your answer.
5. In a paragraph describe an awkward situation in which you have found yourself.

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: prominent, similar

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOKS: naturally (7), probably (5, 6), usually (5, 6)

4. Write the adjective from the list or derived from an adverb in the list which might be applied to each of the following situations or persons:

- a. a boy who won't change his mind,
- b. a very large tract of land,
- c. wandering without direction,
- d. a man who considers only himself,
- e. a citizen who is outstanding in the community.

5. Answer these questions with one of the adverbs from the list.

Do not use Yes or No as an answer.

- Is your alarm clock set to go off at six o'clock?
- Will you be ready when I call you?
- Do you usually have your exercises correctly done?
- How often do you wake too early?
- How should children cross the street or road?

- ## 6. Write

- two words which contain the sound **sh** but spell it differently.
- the word which has a modification of the prefix **ad**.
- the word which has a modification of the prefix **in**.
- two words which contain the segment **ent**.
- the word which has the suffix **ive**.

7. a. Write words with the same roots as **positive, urgent, approximately, cautiously**. What parts of speech are the related words?

- b.** Which words from the list would appear on dictionary pages bearing the following sets of guide words?

aid — alarm projector — prop
strontium — stump

- c. Write the words from the list which mean**

calling for haste

often

definitely set

very large

Your personal spelling list is important to **you**.

WORDS THAT CONCERN YOUTH

youth tackle courteous courtesy intramural
graduate blond brunette adolescent interscholastic
escapade lecture pursue professor complexion

cosmetics debate ceremony sophomore virtue

1.
 - a. Write **youth**, and then **young**. Note that both words have the same root. Make an adjective from **youth** by adding **ful**.
 - b. Write **youth** after the numbers of those activities which are particularly suited to youth: (i) scouting, (ii) attending high school, (iii) holding a bank presidency, (iv) playing basketball.
 - c. As you might guess, **blond** and **brunette** are words borrowed directly from French. When **blond** is applied to a girl or woman it is often spelled **blonde**. Write the names of four of your fellow students, and after each name indicate whether he or she is blond or brunette.
 - d. Write **complexion**. Note particularly the letter x. Most words spell the combination **xion** by using **ction**. Write **complexion** again; then write the word you obtain by dropping **ion**.
2. Which words
 - a. begin with the prefixes **inter** and **intra**? Use the dictionary to find the distinction in meaning between **inter** and **intra**. Write another word which contains the root **schol**. Write another word which contains the word **mural**.
 - b. are related noun and adjective? Underline the stem of each word and box the suffixes. What is unusual about the pronunciation of these words as compared with their spelling?
3.
 - a. Write **graduate** twice. On one copy indicate the pronunciation of the noun and on the other the pronunciation of the verb. **Graduate** is derived from the Latin **gradus**, meaning **step**. What are three related words derived from the same root?

Teaching the Words

Since the words are organized around a somewhat vague nucleus of meaning, take advantage of any points of resemblance for teaching purposes. *Courtesy* and *courteous* are obviously related; have pupils underline *court*. *Courtesy* was originally a description of court manners and conduct, where politeness reigned as contrasted with the rudeness of the peasant and the man on the street. Have pupils take particular note of *e* in both words, as well as of the unusual pronunciation of *our*. *Youth* is related to *young*; note that *ou* spells two different sounds. The root is very old, going back to an Indo-European ancestor which also yielded Latin *juvenis*, young, whence English *juvenile*.

Examine *intramural* and *interscholastic* together to see the difference in prefixes; *intra* means *within*, and *inter*, *among* or *between*. *Scholastic*, of course, should be related to *scholarship*, p. 86, and the familiar word *school*.

Complexion is a complex word indeed. The root, *plex*, is found in *duplicate*, p. 70, *multiply*, and *duplex*, and meant *fold*. On page 72 there is an account of the humours which were believed in medieval times to contribute to a man's constitution. The *folding in* (as of the whites of eggs) or mixing of the humours produced a man's disposition, which, people believed, was often revealed by his face. The man of sanguine disposition (*sanguis*, blood) was ruddy in the face, that is, of ruddy complexion. *Complexion*, which once meant *temperament*, now usually means colour of the face, texture of the facial skin, except in phrases like "putting a different complexion on the matter", which still retain something of the old meaning. Pupils should take particular heed of *xion*; relationship of *complexion* and *complex* should help them remember.

Blond and *brunette* are taken from French, unchanged. The ending *ette* is a French feminine ending, and is also sometimes used as a diminutive; e.g., *kitchenette*, small kitchen. *Professor* is often misspelled with two *f*'s. The root is *fess*, speak; a *professor* is literally one who has spoken forth. Pupils should recognize the connection with *confess* and *confessor*, and should be able to tell you that *or* is a suffix that often denotes a noun; compare *doctor*, *factor*, *tractor*, etc.

Graduate may be noun, verb, or adjective according to the stress and the position in the sentence or phrase – the graduate in Arts, to graduate in Arts, the graduate courses in the arts. To graduate is to take a step forward or out, from L. *gradus*, step. The relationship to *grade* is clear. Remind good spellers that there is no relationship with *congratulated*, p. 12. With poor spellers avoid anything which might cause confusion between the two words.

The *escent* ending of *adolescent* means *growing* or *becoming*. Have pupils supply parallel words like *obsolescent*, *putrescent*, etc. *Escapade* is from Old Norman French, and like *escape* is derived from L. *ex cappa*, out from under the cloak. Someone running away gets away, in English, by the skin of his teeth, in Spanish and French by skinning

out of his cape or cloak, leaving it in the hands of his pursuer. *Cappa* itself has a fascinating history which the ambitious pupil might pursue. Pupils should see the formation of *escapade* from *escape*. *Pursue* is an old word, *sue* being from L. *sequor*, *secutum*, follow, so that *pursue* and *persecute* are true doublets. The two *u*'s are noteworthy, and a trap for spellers. *Lecture* is from L. *lego*, *lectum*, read; too many lectures are still dull because they are read. Pupils might write *pursue*, *graduate*, *lecture*, *brunette*, and *intramural*, underlining the letter *u* wherever it occurs.

Tackle is not intrinsically difficult. The combination *ckle* should be stressed, and *tackle* should be compared with *tickled*, p. 45.

Doing the Exercises

Ex. 1. a: youthful; b. i, ii, iv; d. complex.

Ex. 2. a: interscholastic, intramural; *inter*, among or between; *intra*, within; scholar, scholarship; extramural; b. courtesy, courteous.

Ex. 3. a: verb has long *a*; grade, gradual, degrade, degradation, etc.; c. (i) obsolescent, (ii) effervescent; d. the ship's tackle or a football tackle; to tackle a job.

Ex. 4. a: adolescent, youth, tackle; b. escapade, youth or adolescent, lecture, courtesy; c. brunette, complexion; d. intramural, interscholastic; e. pursue.

Ex. 5. a: professor; b. lecture.

Ex. 6. Use one of the two-minute speeches as a spring-board for an actual debate if you can.

Re-teaching

Keep a list of errors made in the first dictation. Re-teach the words misspelled. Include words that have caused trouble in earlier units.

FOR POOR SPELLERS

1. Write the word that
 - a. ends in *ette*. (brunette)
 - b. indicates a different colouring from the word in *a*. (blond)
 - c. has the prefix *com*. (complexion)
 - d. contains the word *scent* although it has nothing to do with odour. (adolescent)
 - e. is related to the adjective *young*. (youth, adolescent)
2. Which word
 - a. has the same root as *confess*? (professor)
 - b. is related to a word that means *readable*? (lecture – legible)
 - c. has a prefix meaning *within*? (intramural)
 - d. uses *ch* to spell the sound of *k*? (interscholastic)
 - e. contains a word that means *a small nail*? tackle – tack
 - f. has a last syllable that means *to take legal proceedings in a court*? (pursue – sue)

3. Use the underlined word in each case:
 - a. Write an exclamation about an escapade in which you were involved.
 - b. In a short statement use courteous to modify boy.
 - c. Ask a question about a lecture to be given by a well-known professor.
 - d. Tell something about a girl with blond hair and a dark complexion.
 - e. Write a slogan for the class bulletin board urging students to tackle the job of cleaning up the playground.
4.
 - a. Which words in the list would you find on dictionary pages with the following guide words? countermand – court martial, intern – intrepid, producer – projectile. (courteous, courtesy; interscholastic, intramural; professor)
 - b. Which word in the list begins and ends with the same letter? (escapade)
 - c. Write the words which have two *u*'s. (courteous, pursue)
 - d. Write the words which have clusters of three or more consonants. (tackle, intramural, interscholastic, complexion)
5. Write
 - a. *graduate* and an adjective formed by substituting *al* for *ate*. (gradual)
 - b. *escapade* and a verb formed by removing the suffix. (escape)
 - c. *pursue* and the noun which corresponds. (pursuit, pursuer)
 - d. *complexion* and the adjective formed by dropping the suffix. (complex)
 - e. *adolescent* and the corresponding noun. (adolescence, adolescent)
 - f. *courteous* and the related adverb. (courteously)

FOR GOOD SPELLERS

1.
 - a. Write *cosmetics*. It is derived from the Greek word *kosmos*, order, which came to mean an ordered universe. *Cosmetics* is therefore related to *cosmos* and *cosmopolitan*, and the new *cosmonaut*. Name two or three common cosmetics. (lipstick, powder, mascara, rouge, etc.)
 - b. Write *debate*. Perhaps the world is becoming more civilized, if fighting can be done with words. Find the origin of *debate*. (Fr., *battre*, fight, whence also battle, batter, combat, etc.) Write two related words.
 - c. *Virtue* is from L. *vir*, man. Write *virtue*, and another word derived from *vir*. (virile, virility)
 - d. Write *sophomore*, and a word from the same Greek root. (philosophy, sophisticated, etc.) What does the root mean? (knowledge)
 - e. Write *ceremony* and an adjective related to it. (ceremonial, ceremonious).

2. a. Write three or four nouns that begin with *esc* like *escapade*. (escape, escarpment, escalator, escutcheon, etc.)
b. Write three or four words in addition to *youth* which could be used for a *young person, male*. (boy, lad, adolescent, juvenile, youngster, etc.)
c. Write three or four words meaning an address delivered to an audience. (speech, oration, lecture, discourse, talk, etc.)
d. Write three or four words which, like *brunette*, end in *ette*. (kitchenette, quartette, barrette, etiquette, mignonette, etc.)
e. List three or four words which end in a double consonant other than *t*, and *e*. (belle, crevasse, comedienne, etc.)
3. a. The ending *scent* often means *growing* or *becoming*. Write three or four words in addition to those in the text in which *scent* has this meaning. (crescent, putrescent, iridescent, opalescent, etc.)
b. Write three or four words using the prefix *inter*, meaning between or among. (intersect, intermediary, interrupt, interfere, etc.)
c. Write three or four words ending like *scholastic* in *stic*. (plastic, mystic, drastic, spastic, caustic, etc.)
d. List three or four words that like *pursue* and *virtue*, end in *ue*. (due, sue, rescue, cue, barbecue, continue, etc.)
4. a. List three university degrees with which one can graduate from your nearest university.
b. What are two or three words related in origin to *complexion*? (duplex, complex, complicate, duplicate, complexity, etc.)
c. Use *pursue* figuratively rather than literally. (to pursue a fancy or an occupation or a thought)
5. a. In a few sentences describe an impressive ceremony in which you took part – an induction into a club, a wedding, a confirmation, whichever you choose, real or imaginary.
b. Or describe an escapade in which you participated. Explain how you got into the difficulty and how you managed to wriggle out of it.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME IN BOOK 8: intramural

- b. Write **adolescent**, being particularly careful to include the letter **c**.
- c. The suffix **scent** is really part of a Latin formation which means **growing**. Write **adolescent** again, and then two words with the same suffix, meaning (i) growing obsolete and (ii) bubbly.
- d. Show that **tackle** can be used either as a noun or as a verb.
4. For the words or phrases in bold type in the following sentences substitute words from the list.
- a. Although still a **teen-ager** the young man was ready to **undertake** any job offered to him.
- b. The **scrape** in which the **boy** had become involved earned him a good **talking to** on the subject of **good manners**.
- c. The **girl with dark hair** had a lovely **skin**.
- d. Our school holds debates **within the school itself** and also participates in debating contests **with other schools**.
- e. The student will **continue** his studies at college.
5. a. What title is given a teacher at a university?
- b. What name is given the discourse he delivers to a class or general audience?



6. You are the member of a debating team. The subject: Resolved that brunettes are more intelligent than blonds. Choose the side you want to uphold, and write a two-minute speech setting forth the arguments.

Check your speech for grammar and spelling as well as for logic.

A BACKWARD LOOK

lightning	proceeded	height	principal	calm
quantity	opportunities	analysis	Arctic	similar
athletics	mathematics	usually	quality	fourth
prominent	laboratory	weather	grammar	society
surprise	intramural	twelfth	probably	severe

The words, though mainly from the preceding six units, include selections from earlier lists. Be sure in your review to study the words from your personal spelling list. They are the words YOU have misspelled some time during the term.

- Which are the ordinal numerals included in the list? What suffix indicates that they are ordinals?
 - Name two activities among the words in the list which are intramural and one which is often extramural.
 - Which descriptive word might be applied to a day without wind? to the weather on a very cold day?
 - What phenomenon is characteristic of a thunderstorm?
- In a grammar class what operation might you exercise on a sentence?
 - What science deals with the relationships of quantities, forms, and numbers?
- Which words
 - have more than three syllables?
 - are monosyllables?
 - have an adverbial suffix?
 - change y to i before a plural ending?
- Write the name of an ocean; the word which means **astonishment**; an adjective meaning **resembling**; the adjective meaning **within the walls**.
 - Write **principal** and **prominent**. How are they similar in meaning and how different?

SUGGESTIONS FOR TEACHERS, UNIT 36

Presenting the Words

A reminder: in review units re-teach the words which have proved difficult for your class whether or not these words appear in Unit 36. Do not waste time teaching words your pupils can already spell, or teaching youngsters who can already spell all the required words.

Pre-test by dictating the words in the list and any other words you have added. Use the following sentences to supply context if you wish. We see *lightning* before we hear thunder. The merchant ordered a large *quantity* of goods. The *principal* encouraged the *athletics* program in the school. The banker was a *prominent* member of the community. It was a *surprise* to everyone when he decided to leave. The students *proceeded* to complete the exercise in *mathematics*. There were many *opportunities* for the boys to work in the *laboratory*. The *analysis* of sentences is often part of a *grammar* lesson. The *weather* is *usually* calm during the summer months. The class decided to visit the museum on the *fourth* and the *twelfth* days after the last examination. *Intramural* competition is often more interesting than interschool games. What is the *height* of the ceiling in this room? In the *Arctic* regions there are long months of *severe* cold. The *society* of primitive tribes varies greatly. The *quality* of these two coats is *probably* *similar* although the prices are different.

Eliminate those words which do not have to be reviewed by any of your pupils. Then group the remaining words for logical presentation. Use the following suggestions only if they meet your needs.

athletics, mathematics – both of Greek origin, both ending in *ics*. Make pupils aware of the fact that in the first there is no vowel between *th* and the following *l*. In *mathematics* *e* is often incorrectly spelled *a*.

principal, intramural, usually – All contain the suffix *al*. In *usually* it is followed by the suffix *ly*. Remind pupils that *principal* and *intramural* can be regarded as compound words, and have them divide the words into their components: *prin|cipal, intra|mural*. Be careful of pronunciation of *intra*; it must not be confused with *inter*.

quantity, quality, society, laboratory – All end in *y*, all nouns. The first two are very close in form and spelling. In *society* have pupils watch for *c* and for the two distinct vowels *i* and *e*. Part of the difficulty in spelling *laboratory* is overcome when pupils recognize its relationship to *labour*. *Opportunities* should be discussed with these words since it is a plural form of the same category of noun. Draw attention to double *p*, the first *p* being part of the prefix, the second of the stem.

prominent, proceeded – same prefix; one an adjective, the other a verb. In *prominent* stress single consonants and the suffix *ent*, in *proceeded* the double *e*. Note also that the sound of *s* is spelled *c*.

grammar, similar – Both end in *ar*. *Grammar* doubles the *m* before the ending, *similar* does not double the *l*.

severe, surprise – Both end in silent *e*. In both, *e* has the effect of making the preceding vowel long. Note particularly the final *s* – not *z* – of *surprise*.

fourth, twelfth – Note *th* ending, *u* in *fourth*, *f* in *twelfth*, as well as the real difficulty involved in writing the combinations *we, ft*.

lightning, probably, Arctic, athletics, height – Be careful of pronunciation and have pupils pronounce the words carefully. Let them hear that there is no vowel between *t* and *n* in *lightning*, that there are two *b*'s in *probably*, a *c* before the *t* in *Arctic*, that there is no vowel between *th* and *l* in *athletics*, and that the final sound of *height* is *t* and not *th*. In *height* emphasize as well the combination *igh* to spell long *i*. Poor spellers want to leave out *e*.

calm – Watch out for *l*. Check your own pronunciation with at least two standard dictionaries to justify it.

analysis – Remember *ysis*.

weather – has been taught before. Have pupils recall *ea* spelling the sound of short *e*. At this stage there may be merit in comparing *weather* and *whether*, particularly if pupils are making errors that indicate some confusion between them.

After teaching, dictate the words again, once more eliminating those words that everyone mastered. Continue the process until almost everyone has spelled correctly every word in the list. Then for the final dictation – or what you hope is the final dictation – have every pupil write all the words. You may find that there has been some loss of learning, even among your better spellers, and you will have to spend another day in review. However, if this happens, it may convince some of your doubting Thomases that over-learning is necessary if learning is to be permanent.

Doing the Exercises

Only those pupils who need the teaching should be required to do the exercises. Omit the exercises that pertain to words your pupils already know.

Ex. 1. a: *fourth, twelfth; th*; b. *mathematics, grammar; athletics*; c. *calm, severe or Arctic*; d. *lightning*.

Ex. 2. a: *analysis*; b. *mathematics*.

Ex. 3. a: *opportunities, mathematics, laboratory, intramural, analysis, usually, society*; b. *height, twelfth, calm, fourth*; c. *usually, probably*; d. *opportunities, quantity, quality, laboratory, quality, society*.

Ex. 4. a: *Arctic; surprise; similar; intramural*; b. Both have the sense of *important*, but while *principal* is *important* in the sense of *first, prominent* is *important* in the sense of *outstanding, noticeable*. c. *laboratory; height; proceeded*.

Ex. 5. a: *elaborate, collaboration, belabour, laborious*; b. Circle *e*; underline *igh*; e. c. *analyses*.

EXTRA HELP

Ex. 1. a: lightning; height; quality; grammar; b. prominent, principal, severe, similar; c. fourth, twelfth.

Ex. 2. a: quantity, laboratory, quality, society; b. athletics, mathematics; c. prominent, intramural, principal, calm, similar, severe; d. surprise, weather, calm.

Ex. 3. d: analyse; also accept analyze. For the sentences accept versions that are sensible; make sure the words are correctly spelled. Notice that a. and c. do not necessarily require a sentence. If you want one, make that quite clear in assigning the exercise.

Ex. 4. a: (ii) and (iv) are quantity; (i) and (iii) may be used to measure height. A hand is four inches. b. opportunities, society, quality, twelfth, grammar.

Ex. 5. Insist that the words be correctly spelled. If you want sentence answers, make your wish clear in your assignment of the exercise.

Ex. 6. a: severe; accept *prominent* if pupils can justify its use. b. Accept the opinion of the pupil. c. the twelfth hour.

Ex. 7. a: prominently; b. box *sur*; accent on the second syllable. c. box *lfth*; six-twelfths.

FOR GOOD SPELLERS

Ex. 1. a: thesis, axis, basis, hypothesis, etc.; b. ox – oxen; deer – deer; tooth – teeth; memorandum – memoranda; phenomenon – phenomena; index – indices, etc. Pupils may submit other examples of words that use Greek or Latin plurals, or in some cases French forms. c. statistics, acoustics, aesthetics, etc.

Ex. 2. a: the northern lights or aurora borealis; b. meteorology; meteorological; c. the Antarctic Circle, the Equator, the Tropics of Cancer and Capricorn; d. frigid, freezing, cool, icy, etc.

Ex. 3. a: algebra, geometry, trigonometry; b. accident – the part of grammar dealing with inflections, i.e., changes in the form of a word; syntax – the part of grammar dealing with the relationships of words in sentences, i.e., their function and use.

Ex. 4. a: way of living; b. club or association; c. parties, social gatherings; d. the upper ranks of a stratified community – pupils will not necessarily answer in these words, of course.

Ex. 5. a: how tall one is; b. utmost; c. a prominent projection of the landscape, a cliff, hill, or mountain; d. stature.

Ex. 6. Be sure that the stories are read and checked. Give credit for good writing and interesting plots.

Note: You are approaching the end of the term's work. It is a good idea to consolidate learning at this point. You may wish to expand the final review test to include words from as far back as Unit 1, or even from the list of most commonly misspelled words. For additional words, formulate your own exercises. Concentrate on the words that, through-

out the term, have been misspelled by your pupils, either in their regular spelling lessons or in other periods. If you do not teach the content subjects to your pupils, collaborate with other teachers to find out which words your pupils need to spell. You and they can be of mutual assistance in raising the standards of your pupils' written work.

MOST COMMONLY MISPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: athletics, grammar, intramural, laboratory, prominent, quantity, similar.

MOST COMMONLY MISPELLED WORDS REPEATED FROM EARLIER BOOKS: fourth (4, 5), height (7), lightning (7), opportunities (7), principal (4, 5), probably (5, 6), severe (7), surprise (5, 6), twelfth (5, 6), usually (5, 6), weather (3, 5)

FOR TEACHERS ONLY

A knowledge of Greek and Roman myth and legend is essential to the appreciation of much of English literature. Introduce your pupils to the treasure house of mythology by talking to them about it, and especially by making available to them collections of stories. Young people who grow up not recognizing references to Orpheus or Theseus, who have never heard of Procrustes' bed or Pandora's box, who have not fought on the plains of Troy with Hector and Achilles, are being robbed of something very precious.

The lore of Greece and Rome has also left a stamp on the English vocabulary and idiom. From the Trojan horse to the Oedipus complex, words and phrases referring to the ancient mythologies have become part of the common currency of speech. The planets are named for the ancient gods, and the deeds of ancient heroes are reflected in expressions like "the Midas touch", "run a marathon", "perform a Herculean task", "carry the weight of the world on his shoulders".

c. Which words from the list would you find on the dictionary pages carrying the following sets of guide words?

kowtow — lace; hedge — help; pro- — produce.

5. a. Write **laboratory**. Write two or three words which also include the root **labor**, e.g., collaborate.
b. Write **height**. Circle the silent vowel. Underline the part of **height** which spells **high**. Now write **height** again, indicating the letter which often causes difficulty in spelling **height**.
c. Write **analysis**. What is the plural of **analysis**?

Study the words in your personal spelling list.
Follow the study steps.



Extra Help

1. a. Match the word from the list which is often used in conjunction with **thunder**; **width**; **quantity**; **composition**.
b. From the list select antonyms for the following words:
insignificant, **least**, **mild**, **different**.
c. From the list select the numbers which belong in the same classification as **second**.
2. Which words
a. form their plural like **opportunities**?
b. are similar in form to **acoustics**?
c. could form adverbs through the addition of **ly**?
d. could be used both as nouns and as verbs?
3. a. Use **calm** and **lightning** in a description of a summer storm.
b. Combine **weather** and **usually** in a sentence which describes the weather conditions in your community.
c. Using the word **intramural**, explain what intramural activities are.
d. Write **analysis** and the corresponding verb.

4. a. After the number of each of the following indicate by writing **quantity** or **height** whether it is a measure of quantity or of height:
(i) hand, (ii) cord, (iii) decimeter, (iv) gram.
- b. From the list select the words which have the same roots as portable, association, qualitative, twilight, telegram.
5. Answer the following questions, using the word in parenthesis in the answer:
- a. What did Columbus do when he discovered land? (proceeded)
- b. How do you think he felt when he saw the inhabitants? (surprise)
- c. What was the climate like? (weather)
- d. What science did a navigator like Columbus have to know? (mathematics)
6. a. Which adjective from the list might be used to describe a tyrant?
- b. Would you say that great men are usually or not usually calm and patient?
- c. What hour of the day is high noon?
7. a. Write **prominent**. Add a suffix to make an adverb.
- b. Write **surprise**. Box the first syllable. Mark the accent.
- c. Write **twelfth**. Box four consonants together. How many twelfths make one-half?

For Good Spellers

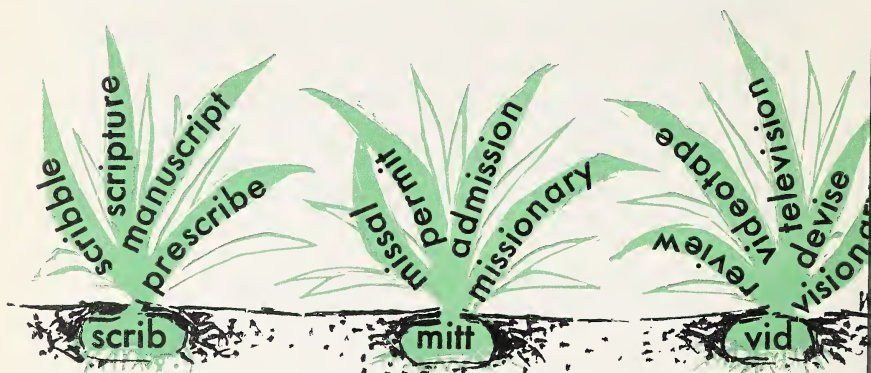
1. a. Write another English word which forms its plural like **analysis**.
- b. Give examples of four other means of forming plurals than by adding **s** or **es**.
- c. Write two additional words which end in **cs** like **athletics** and **mathematics**.

2.
 - a. Name another striking natural electrical display besides lightning.
 - b. What name is given to the study of weather and climate? What adjective is derived from this noun?
 - c. What other imaginary circles around the earth are similar to the Arctic circle?
 - d. Arctic air is synonymous with cold air. List at least three additional synonyms for **cold** which might be used to describe a flow of air.
3.
 - a. Name three branches of mathematical study.
 - b. **Accidence** and **syntax** are two grammatical terms. Write and define them.
4. Explain what **society** means in each of the following contexts:
 - a. Our Canadian **society** is no longer imitative of European standards and customs.
 - b. Jim joined a secret **society** which meets every Thursday.
 - c. Mrs. Jones does not go out into **society** very much since her husband died.
 - d. High **society** does not appeal to her at all.
5. Explain what **height** means in each of the following contexts:
 - a. The boy's **height** is five feet nine inches.
 - b. This is the **height** of the ridiculous.
 - c. The man raised his eyes to the towering **height** before him.
 - d. He drew himself up to his full **height**.
6. A friend comes to you one day and tells you that in his laboratory he has discovered the secret of making gold out of lead. Go on from there.

Remember to proof-read everything you write.
Check doubtful spelling by consulting the
dictionary.



THREE ROOTS WITH MANY BRANCHES



As you already know, the English language owes a great deal to Latin. A few common Latin verbs have given English many, many words, some of which are not always easy to trace to their original source. This unit represents three such verbs: **video, visum** (see), **scribo, scriptum** (write), **mitto, missum**, (send). You will doubtless discover for yourselves additional words derived from these roots.

manuscript (MS.)	description	invisible	permissible
commission	committee	describe	remittance
postscript (P.S.)	evidence	visionary	missionary
permission	surveyed	advice	
	individual	interview	

1. a. List all the words which are derived from **scribo, scriptum**. Write the abbreviations for two of these words.
- b. **Manu** is derived from a Latin word meaning **hand**. Write two more words which begin with the same root.
- c. Form words from **describe** and **description** by changing the prefix as often as you can.
- d. Explain what **Holy Scripture** means from your knowledge of the root of **Scripture**.

Introducing the Unit

Pupils have already had much experience with word roots. This unit is an attempt to organize the words derived from a few common roots. It is hoped that pupils will also be able to see the emergence of some patterns in word-building. The roots selected, all verbs, have several derivatives each in the Book 8 list – *scribo*, *scriptum*, write; *video*, *visum*, see; *mitto*, *missum*, send. The *o* ending of the present tense indicates the first person singular – *I* write, *I* see, *I* send. The perfect participle passive, *scriptum*, *visum*, *missum*, means having been written, seen, sent, and often gives rise to nouns ending in *ion* – (*de*)*scription*, *vision*, *mission*.

Throughout the text other prolific verb roots have been mentioned or discussed in some detail – *facio*, *factum*, make or do; *pono*, *positum*, put or place; *patio*, *passum*, suffer; *sedeo*, *sessum*, sit; *caedo*, *caesum*, cut or kill; *cipio*, *captum*, take or capture, etc. Even if none of your pupils plans to study Latin or French, some knowledge of word origins should be of interest.

Teaching the Words

The organization of the unit suggests the grouping of words for teaching, and also lays the foundation for further word-building.

The words derived from *video*, *visum*, fall into at least three distinct categories:

(1) the words derived from the root *vid* – *evidence*, *individual*. To reach the root pupils must subtract prefixes and suffixes. Reference to a large dictionary will enable them to trace the meanings back to the essential *see* of the root, although this is sometimes hard to do. They should be able to enlarge the word family by adding *divide*, *invidious*, *dividend*, etc.

(2) the words derived from the root *vis* – *invisible*, *visionary*. An interesting offshoot is *advice*, where *c* has been substituted for *s* to distinguish the noun *advice* from the verb *advise*. Compare *practice* and *practise*, where the pronunciation has remained the same. To the *vis* words pupils should be able to add a large number of other derivatives – *visible*, *advise*, *advisable*, *visor*, *devise*, *supervise*, *television*, etc.

(3) the words, worn at the edges, that first had currency in French and entered English through French – *surveyed*, *interview*. Additional derivatives through French are *view*, *review*, *revue*, *viewer*, *surveillance*, the last being a doublet of *supervision*.

Other parts of the words besides the roots need careful examination – the ending *ence* in *evidence*; the combination *ey* in *surveyed*; *u* in *individual*, as well as the *al* ending which has already been noted in *actual*, *annual*, *original*, *principal*; *ible* in *invisible*; *ary* in *visionary*; *ce* in *advice*.

Scribo, *scriptum*, as has been indicated earlier, is a distant relative of *scratch*, suggesting that the early writing of man, as of infants, was a kind of scratching. *Describe* is derived from the root *scrib*. Compare

scribe, prescribe, inscribe, etc. The words in the unit are also derived from *script*, written – *manuscript*, written by hand (pupils should recognize the same root as in *manufacture* and *manual*); *postscript*, written *after* the rest of the letter – *post*, after, plus *script*, and *description*, writing *about* something. Pupils should note particularly the difference between the two abbreviations. Additional words are *scripture, scribble, prescription, conscription*, etc.

Mitto, missum, has given the unit two kinds of words:

(1) from *mitto* – *committee*; and (2) from *miss* – *commission, permission*. To the samples in the unit add *commit, omit, omission, submit, submission, remit, remission, emissary, emit, admit, admittance, admission*, etc. Let pupils compare *commission* and *committee*, noting especially the double letters in both words. What is the effect of the prefix *com* on the spelling?

Doing the Exercises

Ex. 1. a: describe, description, manuscript, postscript, MS., P.S.; b. manufacture, manual, emancipate; c. inscribe, inscription, prescribe, proscribe, subscribe, ascribe, and related nouns like inscription; d. Holy Writings.

Ex. 2. a: commission, committee, permission; b. commit, permit; c. permit, commission; d. mission, missionary, emission, demission, remission, submission, omission, admission, admittance, remittance. Check with the dictionary any others submitted by pupils.

Ex. 3. a: evidence, individual, invisible, visionary; b. advice, surveyed, interview.

Ex. 4. a: Circle *ey*; b. makes *visible* negative; visible; c. view; review.

Ex. 5. a: Box *vid*; b. Underline *vis*; c. prevision, provision, revision, division.

Ex. 6. a: commission; b. visionary; c. evidence; d. committee.

Ex. 7. Have pupils read their stories to the class. Recognize excellence by displaying some of the better stories, which have been carefully checked for spelling.

BE SURE PUPILS ARE KEEPING THEIR OWN SPELLING LISTS AND STUDYING THE WORDS IN THEM.

Dictating and Re-teaching

Although an important part of the unit lies in the extension of spelling skills to additional words, dictate only the words in the basic list. These are the minimum which all pupils in the class should know thoroughly. After mastery has been established, if there is time you may expand – with an average or better-than-average class – into the field opened for you by words derived from the same roots. Good spellers should be encouraged to explore this area as soon as possible; poor spellers will probably never reach it at all.

FOR POOR SPELLERS

1. Write
 - a. *manuscript* and another word from the list having the same root. (postscript, describe or description)
 - b. *committee* and its related verb. (commit)
 - c. all the words with double letters. (commission, permission, committee)
 - d. the words that end in a consonant followed by *e*. (evidence, invisible, advice)
2. Which word
 - a. is the past tense of a verb? (surveyed)
 - b. means *looked over*? (surveyed)
 - c. has the same stem as *dividend*? (individual or evidence)
 - d. is an adjective ending in *ary*? (visionary)
 - e. uses a prefix to give it a negative sense? (invisible)
 - f. has five consonants together? (postscript)
3. Use a word from the list in your answer:
 - a. What do you ask for but do not always accept? (advice)
 - b. What is usually headed by a chairman? (committee, commission)
 - c. What do your eyes often supply? (evidence)
 - d. What is often but not always handwritten? (manuscript)
4. Write a word from the list that corresponds with the following meaning:
 - a. imaginary or impractical (visionary)
 - b. meeting of persons face to face for purpose of conference or questioning (interview)
 - c. having distinct character (individual)
 - d. testimony (evidence)
 - e. body of persons having authority (commission)
5. Use the word in brackets in each case.
 - a. Write a note asking to be excused from your spelling class. (permission)
 - b. In a sentence ask to see your principal to discuss your school standing. (interview)
 - c. Add a postscript to a letter telling about the surveying of a street or road near your home. (surveyed)
 - d. Write a sentence offering to describe what you saw at the scene of an accident. (evidence)

FOR GOOD SPELLERS

1. a. Follow the study steps in learning the Extra Words.
 - b. Write *permissible* and two additional adjectives (i) having the same root, (admissible, promissory, promising, etc.) (ii) having the same suffix, (edible, flexible, admissible, terrible, indelible, etc.)
 - c. Write three words in addition to *visionary* and *missionary* that end in *ary*. (exemplary, honorary, mortuary, temporary, etc.)

2. a. What is the difference between *prescribe* and *proscribe*? (prescribe – advise use of medicine; impose authoritatively. proscribe – banish, exile, denounce a practice as dangerous. In some ways the words are almost opposite in meaning.)
 - b. What is the difference between a *committee* and a *commission*? (A committee is usually struck off from some larger body to carry through a specific task; a commission is an independent body set up to examine or administer.)
 - c. What two other terms are used to speak of the Scriptures? (the Bible, the Testaments)
 - d. Write the noun related to *survey*. (surveillance) Use *surveillance* and *supervision* to show a difference in meaning. (The patient was kept under close surveillance. Close supervision of the process ensured that all measurements were identical. Accept any illustrations that show an appreciation of the difference in use of the words.)
3. a. *Emancipate* is related to *manuscript*. Write both words indicating the parts of the compound in each. Write another word that is derived from the second part of *emancipate*. (*capio*, *captum*; the text has principal and municipal; also incipient, except, deceptive, recipe, recipient, etc.)
 - b. Write at least one additional pair of words in which the noun form ends in *ce* while the verb ends in *se*. (practice – practise; device, devise)
 - c. Use *remission* and *remittance* to show the difference in meaning. (the remission of a prisoner's sentence; the remittance – i.e., the sending – of a sum of money)
 - d. Define *intermittent*. Use the word to show that you understand its meaning. (stopping and starting again as of a fever or a noise; the intermittent ringing of a bell)
4. a. Write two or three synonyms for *vision*. (image, apparition, ghost, phantasm, etc.; and in another sense, seeing, eyesight, sight)
 - b. What is meant by cursive script? (handwriting as opposed to printing)
 - c. Write three or four words connected with radio and television broadcasting that are derived from the roots in Unit 37. (television, videotape, emit signals, scripts, etc.)
5. a. What were the duties of a scribe? (wrote letters, copied manuscripts)
 - b. Write a paragraph in which you tell of an interesting assignment you, as a scribe, might have received.

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME IN BOOK 8: committee

MOST COMMONLY MISSPELLED WORDS REPEATED FROM EARLIER BOOK: advice, describe, description (7)

2.
 - a. List all the words which are derived from **mitto, missum**.
 - b. Write two verbs related to the words in (a).
 - c. Use the dictionary to find two nouns related to **permission** and **committee**.
 - d. Form as many nouns as you can from the root **miss**.
 - e. Form as many verbs as you can from the root **mit**.

3. The root **video, visum** has gone through many changes as it has passed into English through French. Write
 - a. the words which have maintained the root **vid** or **vis** without change.
 - b. the words which show change in the spelling of the original root.

4.
 - a. Write **surveyed**. Circle the letters which spell the sound of **a**.
 - b. Write **invisible**. What is the effect of **in** in this word? Write **invisible** again and then write its antonym.
 - c. Write **interview**. What word is left when you drop the prefix? What word is formed when you change the prefix to **re**?

5.
 - a. Write **evidence** and **individual**. Box the root these words have in common. Check with the dictionary to be sure you are correct.
 - b. Write **visionary**. Underline the root. Write **visionary** again, drawing a vertical line before **ary**.
 - c. Form words from **vision** by adding prefixes.

Select and write the word which is correctly spelled:

- a. commision, commission, comission, commishun.
- b. visionary, visionery, vissionary, vissionery.
- c. evedence, evidance, evidence, evidense.
- d. comittee, commitee, comitee, committee.

For an hour, any hour you choose, you can become invisible. Describe your adventures and your feelings while you are visible.

A COMMON ADJECTIVAL SUFFIX — OUS

murderous

What two things have all these words in common?

curious

religious

unconscious

poisonous

glorious

ridiculous

vigorous

prosperous

studious

marvellous

previous

suspicious

tremendous

enormous

generous

Many adjectives end in **ous**. Most of them, although not all, have nouns derived from the same root. You will find it profitable to keep a list of all **ous** adjectives as you meet them in your reading. When there is one, write the corresponding noun beside the adjective. This practice will help to expand your spelling power.

1. a. Write those adjectives which have **ous** preceded by **i**.

b. Write the adjectives which have **ous** preceded by consonants.

2. a. Match the correct adjectives with these meanings: coming before in time or order; unaware.

b. Rewrite the following sentences replacing each word in bold type with a suitable word from the list:

- The brief contained some **strange** arguments.

- The agent had become **wealthy** because of his good judgment.

- The criticism directed at him was **absurd**.

3. Write

a. **glorious, suspicious, studious, religious, poisonous**. After each write the corresponding noun.

b. the adjectives which form nouns simply by dropping **ous**

c. the adjectives which have corresponding verbs. After each write the verb which is related.

d. the words in the list which are antonyms of **commonplace**
conscious, weak.

SUGGESTIONS FOR TEACHERS, UNIT 38

Teaching the Words

Unconscious, *religious* and *courteous* have already appeared earlier in the text and attention has been drawn to the adjective-forming suffix *ous*.

In some cases *ous* is attached directly to a noun – *murderous*, *poisonous*, *glorious*, *ridiculous*, *vigorous*, *studious*, *marvellous*. In some instances it takes the place of the suffix normally used to indicate the noun – *religion* – *religious*; *prosperity* – *prosperous*; *suspicion* – *suspicious*. From *unconscious* a noun has been formed by adding *ness*, *unconsciousness*. *Previous* has no noun that corresponds exactly.

Have pupils write and examine *suspicious* and *religious*. Note how the noun is formed from each of them. Let pupils underline *ious*, circling *i*. *Studious* and *glorious* are formed from *study* and *glory*; *y* has changed to *i* before a following vowel. *Curious*, originally from L. *cura*, care, which has also yielded *cure*, has the related noun *curiosity*. In *curiosity* note that *u* of *ous* has disappeared; *curiosity* is directly from Fr. *curiosité*. *Ridicule* loses its final *e* when *ous* is added to form an adjective. *Marvel* doubles the last letter, as you might expect, before the suffix *ous*.

Only for those interested, the root of *ridiculous* is *rideo*, *risum*, laugh, p. 99. The root of *prosperous* is *spero*, *speratum*, hope (compare *despair* and *desperation*), of *suspicious*, *specio*, *spectum*, look at (compare *despicable*). *Poison* is a French word from L. *potion*, a drink, and so is a doublet of *potion*. It is interesting to notice that *potion* seems to be taking the same downward path as *poison*, since a *potion* today is often a medicine, generally disagreeable in taste.

All the adjectives in the list lend themselves to the addition of *ly* to form adverbs.

Doing the Exercises

Ex. 1. a: curious, religious, unconscious, glorious, studious, previous, suspicious; b. murderous, poisonous, ridiculous, vigorous, prosperous, marvellous.

Ex. 2. a: previous, unconscious; b. curious, prosperous, ridiculous.

Ex. 3. a: glory, suspicion, study, religion, poison; b. murderous, poisonous, vigorous; c. murderous – murder, poisonous – poison, glorious – glory, ridiculous – ridicule, prosperous – prosper, studious – study, marvellous – marvel, suspicious – suspect; d. curious, marvellous, or glorious; unconscious; vigorous.

Ex. 4. a: religious, curious, ridiculous, or suspicious; studious or any other that makes sense with professor; poisonous, marvellous, or perhaps even curious; b. unconscious; c. suspiciously, previously, gloriously, curiously.

Ex. 5. a: marvellous; b. glorious, prosperous, studious, previous; c. suspicious; religious; followed by *i*.

Ex. 6. a: glorious; b. curious (Curiosity killed the cat.); c. ridiculous, riddle.

Dictating and Re-teaching

The following are suggested as possible sentences to use for context: A *murderous* tiger was seen in the neighbouring jungle. *Curious* spectators gathered at the scene of the accident. A *religious* ceremony marked the opening of the new cathedral. The child was *unconscious* as the result of a high fever. A *poisonous* snake has escaped from its cage. We were overawed by the *glorious* sunset. Have you heard the *ridiculous* story of the little man and the big mouse? The prince was a *vigorous* man in his early seventies. Our country is happy and *prosperous*. The *studious* lad placed high in his class. The story-teller was relating the *marvellous* exploits of the knights. On a *previous* occasion he had visited the castle as well as the village. No one was *suspicious* of the ragged old man.

As usual, note where errors occur, and re-teach to eliminate specific mistakes.

FOR POOR SPELLERS

1.
 - a. Which words would appear on dictionary pages with the following sets of guide words: strung – stuff; unchain – under; prospectus – protein? (studious, unconscious, prosperous)
 - b. Which adjectives are related to the following verbs: suspect, ridicule, murder? (suspicious, ridiculous, murderous)
 - c. Add *ous* to the following words: vigour, marvel, glory. Which words underwent minor changes before adding the suffix? (vigorous, marvellous, glorious; all three of them)
 - d. Which word has a stem containing the same letters as the word *viper*? (previous)
 - e. Which word contains all the vowels but *i*? (marvellous)
2. Answer with one word from the list:
 - a. What word would you use to describe a boy who has fainted? (unconscious)
 - b. What word would describe a man who found it hard to believe what his friends told him? (suspicious)
 - c. How would you describe a man who wanted to know about everything? (curious)
 - d. What kind of food would you put out to get rid of rats? (poisonous)
 - e. What word would describe a person who is well-to-do? (prosperous)
 - f. What adjective would describe a man in the prime of life? (vigorous)
3. Write the adjective that corresponds to the following nouns:
 - a. curiosity; b. religion; c. prosperity; d. suspicion; e. study. (curious, religious, prosperous, suspicious, studious)
4. Write phrases that include words from the list to express the idea of
 - a. the day before; b. an amazing event; c. an action without thought; d. a strange happening; e. death-dealing malaria. (previous, marvellous, unconscious, marvellous or curious, murderous)

5. Using the underlined word, ask questions for which the following supply the answers:
- Yes, it was a glorious day in our history.
 - No, I was not suspicious.
 - Yes, I admit I was curious.
 - I don't know why it was ridiculous.
 - No, it happened on the previous occasion.
 - He was unconscious for five hours.

FOR GOOD SPELLERS

- Write
 - tremendous*, and two synonyms for *tremendous*. (huge, immense, enormous)
 - enormous* and the related noun. (enormity)
 - generous*, the related noun, and a synonym for *generous*. (generosity; kind, beneficent, etc.)
- Write two other endings which often indicate an adjective. (ible, able, ar, al, ive, etc.)
 - Write two adjectives not appearing in the word lists in Book 8 which also end in *ous*. (stupendous, tumultuous, invidious, etc.)
 - Write several words not listed on page 99 which are also derived from *specio*, *spectrum*. (despicable, conspicuous, inspect, etc.)
 - What is a synonym for *murderous*? Clue - It is related to *suicide*. (homicidal)
- Name two commonly known poisonous substances. (strychnine, arsenic; accept the names of any substances known to be poisonous)
 - Rewrite the sentence, "The man was prosperous", in as many ways as you can without changing the meaning. (was wealthy, was well-to-do, had a great deal of money, was rich, was well endowed with this world's goods, was a man of property, had considerable wealth or property, was in the upper financial bracket, was a tycoon, etc. Try for as much variety as possible.)
 - Rewrite the sentence, "He was suspicious of the man", in as many different ways as you can without changing the meaning. (He distrusted the man, felt distrust or suspicion of the man, questioned the man's motives, etc. Try for diversity.)
 - Express the idea, "I was curious about this incident", in several different ways. (I wanted to know about; I felt a desire to know about; My curiosity about the incident was piqued, stirred, stimulated, roused; I was intrigued and wanted to find out about; The incident stirred or roused or stimulated my curiosity; I wondered about...; I was interested to know more about...; etc.)
- Previous* is derived as follows: *pre* + *via*, meaning road or way, + *ous*. Write two or three words having the same root,

via. (via, viaduct, devious, obvious, obviate, deviate, etc.) Use one of the derivatives to show its meaning.

- b. Write two additional adjectives which, like *ridiculous*, end in *ulous*. (meticulous, bibulous, pediculous, populous, etc.)
 - c. Write another word that, like *tremendous*, ends in *ndous*. (stupendous, horrendous)
5. Make as many words as you can by using the letters of MARVELLOUS. In each word use the letters only as often as they occur in MARVELLOUS. You should be able to get at least sixty words. (mar, vale, lave, save, vase, marvel, louse, mouse, rouse, are, lose, use, us, seal, soul, sole, sour, love, rove, rose, role, roll, lore, some, sum, sore, soar, oar, ore, or, lame, male, mole, mule, meal, loam, roam, Rome, more, rave, mare, veal, sale, lea, real, ream, value, so, sue, lure, rule, vellum, ruse, sure, allure, mall, ale, all, ell, ram, muse, lemur, mural, solar, molar, move, seam, some, solve, salve, same, elm, alms, our, lover, over, mover, loser, user, moral, morale, oral, mauve, louvre, etc.)

MOST COMMONLY MISSPELLED WORDS APPEARING FOR THE FIRST TIME IN BOOK 8: religious, unconscious

4. a. From the list select adjectives which might modify the following nouns:
ceremony, assortment, circumstances, professor, drug.
 - b. Which word uses a prefix to give it a negative meaning?
 - c. Make adverbs from the following by adding a suffix:
suspicious, previous, glorious, curious.
5. a. Write the word which doubled the last letter before adding **ous**.
 - b. Write all the words which begin with consonant blends, that is, two consonants written together.
 - c. Write the word in which **ci** has the sound of **sh**; in which **g** has a soft sound. Explain why **g** is soft.
6. **Word play**
What is it?
 - a. It matches happy when you sing about the Queen.
 - b. The poor cat described by it comes to a sad end.
 - c. Its beginning means to **disencumber**, and is the same as the beginning of what this is.

Answers: glorious, curious, RIDiculous (riddle).

7. Select any word or pair of words in the list as a starter for a short narrative. For example, if you select **poisonous**, you might write about a poisonous gas which spread over the countryside from a neighbouring marsh. What caused it? What effects did it have? How was the mystery solved?

Proof-read your story carefully for sentence structure,
spelling, and punctuation.

DID YOU KNOW?

Suspicious is derived from **spicio, spectum, look at**. Some words that belong to the same family are **spectacles, respect, inspector**. **Ridiculous** comes from the word which means **laugh**. It is related to **deride** and **derision**.

VACATION TIME

cereal	trout	salmon	leisure	inn
rodeo	wieners	spirits	dessert	guest
berth	rescue	descend	grove	heaven
corral	oyster	cactus	cruiser	launch

1. Read the following paragraph, and answer the questions based on it.

One of my friends likes to eat. His idea of a good time is to spend two weeks in a quiet inn near the sea. Every evening he orders—and eats—a huge plate of oysters and a rich dessert, and he is happy. Another friend is a rodeo fiend. For him the noise, the dust, and the horses restore the high spirits which months of office routine have beaten down. Then there are my fishing friends. For them the salmon run and the trout stream are little short of heaven. But the teen-ager! Give him a box full of wieners and buns, a roaring fire, good company, and he won't give you a thank-you for oyster dinners or trout streams. I agree with him.

- a. Where does the oyster-eating friend like to spend two weeks?
 - b. How does the second friend spend his vacation?
 - c. What effect does the rodeo have on him?
 - d. What things give pleasure to the fishermen?
 - e. What food does the teen-ager enjoy outdoors?
2. Refer again to the paragraph for the following exercise:
- a. Which words from the word list are to be found in the paragraph?
 - b. Which noun is modified by the adjective **rich**? by the adjective **quiet**?
 - c. Use the word **spirits** in a sense different from that in the paragraph.
 - d. Write **rodeo**, find its derivation, and write its meaning.

Introducing the Unit

This time the unifying element among the words is context. With the end of the school term approaching, vacation time should be self-motivating. Use the paragraph in Ex. 1 for introduction, or vacation advertisements, or the pages of newspapers or magazines devoted to vacation plans and resort areas. The point you want to make is that the words in the unit are important to everyday life, and that correct spelling of them is essential.

Teaching the Words

Examine the words for specific points of interest or difficulty. *Inn*, noun, has two *n*'s. Its origin is the preposition *in*; the close relationship is evident in the puns so dear to coffee and tea shops and to owners of summer cottages – O Kum Inn, Dew Drop Inn, etc. *Trout* has a long history; it appears in Old English from Latin *tructa* from Greek *troktes*, literally a *gnawer*, a *seafish*. Have pupils see *out* in *trout*, to remind them that the vowel sound is spelled *ou*.

Spirits, *descend*, and *heaven* could form a pleasant trilogy for a story. *Spirit* is from L. *spiritus*, soul or spirit, from the verb *spiro*, I breathe. Compare *inspiration*, *expire*, *spirited*, *respiration*. *Descend* and its antonym *ascend* come from L. *scando*, *scansum*, climb. The *c*, now silent, was once sounded. Have pupils mark its presence by boxing or circling it. Let them supply the corresponding noun forms for *ascend* and *descend* – *ascent* and *descent*. *Heaven*, unlike the others, is an Old English word, its origin unknown.

Guest and *grove* both have hard *g*. Pupils should tell you why the *u* is found in *guest*. The word is interesting in that it is cognate with *host*. In Latin, *hostis* was an enemy. Tracing the story of the meanings of words like *guest* and *host*, *hospital* and *hostile*, takes you back to the primitive society in which a *guest*, that is, a stranger, was automatically an enemy until proven otherwise. *Grove* seems to have sprung full-grown into English; it has no relatives elsewhere. *Salmon* should have *l* emphasized; the word is derived from the French *saumon*, from Latin *salmonem*, which is in term related to the verb *salio*, *saltum*, jump or leap. For a long time it was *samoun* in English, until someone put the *l* back in to show its Latin origin. *Cereal* is from the name of the Roman goddess of the earth and growing things, *Ceres*. The initial *c* and the second *e* should both be stressed in your teaching. Do not draw attention to *serial*, except with good spellers. *Dessert* is the past participle of the French verb, *desservir*, to clear away. The source of spelling trouble is double *s*. Do not discuss *desert* with poor spellers. Good spellers learn from the difference; poor spellers tend to become confused unless both words have been thoroughly and independently established.

Berth also has a homonym which should not be mentioned to your poorer spellers, unless, of course, they raise the point themselves.

Watch for *e* in *berth*! And watch for *e* in *rodeo*. *Rodeo* is from Mexican Spanish *rodear*, to go around, and referred originally to the round-up of cattle.

Leisure has several points of interest. It has two commonly accepted pronunciations, using either long or short *e*. The combination of *ei* is notable for either of these pronunciations. *Lazy* is a shortening, that is, a lazy form, of older *layserly* or *leisurely*. So *lazy* and *leisurely* are truly doublets. Spellers should make sure of *ei*, and of *sure* spelling the sound of *zhure*.

In *rescue* have pupils write and note *cue*. Other words with similar endings are *cue*, *pursue*, *sue*, *blue*, etc.

Wieners has already been considered. The only trouble spot is *ie* spelling the sound of long *e*, although occasionally someone inserts an extra *n*.

Doing the Exercises

Ex. 1 should be answered directly from the paragraph to ensure the use of the words of the list. If you want complete sentences, make the fact clear in assigning the exercise. 1. a: a quiet inn near the sea; b. at the rodeo; c. restores his spirits; d. the salmon run and the trout stream; e. wieners and buns.

Ex. 2. a: rodeo, trout, wieners, salmon, spirits, dessert, inn, heaven; b. dessert; inn; c. Do you believe in ghostly spirits? There was a brisk trade in the smuggling of spirits. The old lady was revived with a sniff of spirits of ammonia. d. Mexican Spanish, see above; an exhibition and contest of cowboys' skills – or any definition that shows knowledge of one of the meanings of rodeo; e. little short of heaven.

Ex. 3. a: grove; b. dessert; c. leisure; d. rescue; e. guest.

Ex. 4. a: ascend, underline *scend*; descent, ascent; b. Circle *l*; calm, palm, psalm; c. des|sert'; d. inn. He stayed in a large room at the local inn.

Ex. 5. If you require sentence answers, make this clear in assigning the exercise. a: berth; b. rodeo; c. cereal; d. leisure; e. trout and/or salmon; f. salmon; g. dessert; h. guest.

Ex. 6. Look for more than good spelling. Recognize merit in writing.

Dictating and Re-teaching

Follow the usual procedure in dictating. Re-teach where your pupils have made errors. Watch particularly for the combinations *ea* in *heaven*, *ei* in *leisure*, *ie* in *wieners*, *sc* in *descend*.

FOR POOR SPELLERS

1. Write

- two words that are plural. (spirits, wieners)
- three words that end in silent *e*. (rescue, leisure, grove)
- two words that have hard *g*. (grove, guest)
- the word that has *e* before the suffix *al*. (cereal)
- the word that has a silent *l*. (salmon)

2. Read the paragraph on page 100, and answer the following questions, using at least one word from the list in every answer:
 - a. What is the modifier of *spend* in the second sentence? (in a quiet inn near the sea, adverb phrases, answering the question *where*)
 - b. What word is used to modify *fiend*? (rodeo)
 - c. What group of words modifies *box*? (full of wieners and buns)
 - d. Which words modify *run* and *stream*? (salmon, trout)
 - e. What is the object of the verb *restore*? (spirits, or high spirits which months of office routine had beaten down)
3. Answer the following questions, using at least one word from the list in every answer:
 - a. Which fish returns to its birthplace to lay its eggs? (salmon)
 - b. Would you use a DOWN escalator to ascend or descend? (descend)
 - c. Would you find oak trees in a grove, a swamp, or a steppe? (grove)
 - d. Which food is a product of grain? (cereal)
 - e. What word is used for a resting place either for a person or a ship? (berth)
4.
 - a. Write the words the initial of which spell GIRL. (guest or grove, inn, rescue or rodeo, leisure)
 - b. Write words that rhyme with *about*, *leaven*, *girth*, *pressed*. (trout, heaven, berth, guest)
5. For the underlined word or words in each sentence substitute a word from the list:
 - a. A fish was sizzling in the pan on the open fire. (salmon or trout)
 - b. A sweet and very fancy dish brought the meal to an end. (dessert)
 - c. Get down from your lofty height. (descend)
 - d. What do you do in your spare time? (leisure)
 - e. The St. Bernard dog was used to save travellers lost in the mountains. (rescue)

FOR GOOD SPELLERS

1.
 - a. Write *corral*. Find *kraal* in the dictionary, and explain the relationship between the two words. (*Kraal* is South African Dutch from colonial Portuguese *corral*. A *kraal* is a village of huts enclosed by a fence; a *corral* is a fenced enclosure usually for horses or cattle. The term is used in North and South America)
 - b. Write *oyster*, and the name of another common seafood besides fish. (lobster, crab, shrimp, clam, etc.)
 - c. Write *cactus*, and describe two characteristics of the cactus. (It requires little water; it often has prickly leaves and stem; it grows on desert land, etc.)

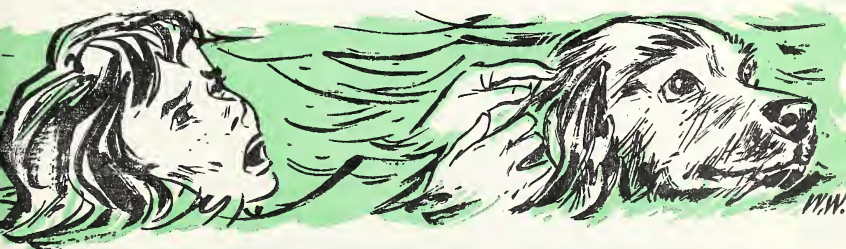
- d. Write *cruiser* and *launch*. In one sentence use both words. (launch a cruiser; or launch may also be used as a noun)
2.
 - a. Name at least two cereals. (rice, wheat, oats, barley, rye, etc.)
 - b. Name two freshwater and two salt-water fish. (Accept a wide range of answers.)
 - c. By using them, show the differences in meaning of *dessert*, *des'ert*, *de'sert*. (eat dessert, desert' one's friends or get one's just desert', a sand des'ert)
 - d. What other names besides *heaven* have been used by different peoples for the home of the dead? (Valhalla, Happy Hunting Grounds, paradise, Nirvana, Isles of the Blessed, Elysian Fields; at the other end of the scale - Hades, Hell, etc.)
3.
 - a. How else might disembodied spirits be named? (phantoms, ghosts, shades, apparitions, etc.)
 - b. *Cruisers* are ships of war. Name two or three other ships of war. (battleships, destroyers, corvettes, submarines, etc.)
 - c. What other foods might be eaten, like wieners, at an outdoor picnic meal? (Accept a wide range of answers.)
 - d. Name three or four sleeping-places in addition to *berth*. (bed, couch, cot, bunk, sleeping-bag, hammock, etc.)
4.
 - a. *Corral* and *kraal* are doublets. What are doublets for *hostel*, *benefit*, *chieftain*, *ounce*? (hospital, benefaction, captain, inch)
 - b. Find and write three or four words that, like *cactus*, end in *us*, not *ous*. (gladiolus, stimulus, rhombus, calculus, circus, caucus, focus, etc.)
 - c. Write a sentence or two giving two important uses for the oyster. (food, cultivation of pearls)
 - d. Use the dictionary to help you explain what mother of pearl is. What are some of its uses? (the inside lining of the oyster shell; for decorative inlay, handles of knives, etc.; as the bed for the formation of pearls)
5. Write a short paragraph about your own major leisure-time activity. Why do you use your leisure as you do? Have you considered using your free time in some other fashion? Why? Or why not?

MOST COMMONLY MISSPELLED WORD APPEARING FOR THE FIRST TIME IN BOOK 8: wieners

MOST COMMONLY MISSPELLED WORD REPEATED FROM AN EARLIER BOOK: guest (7)

- e. What phrase in the paragraph could be paraphrased as almost perfect?
3. Which word
- means a small group of trees?
 - means **the** sweet following a meal?
 - has two acceptable pronunciations?
 - means **deliverance**?
 - includes a silent vowel to keep g hard?
4. a. Write **descend** and its **antonym**. Underline the common root. What are the corresponding nouns?
- b. Write **salmon**. Circle the silent letter. Write two other words which contain the combination **alm** with l silent.
- c. On **dessert** draw a vertical line between the syllables, and mark the accent. Remember the double s in writing **dessert**.
- d. Which word is the homonym of **in**? Illustrate the difference in meaning by using both words in one sentence.
5. Use a word or words from the list to tell what you would find.
- a. in a sleeping car; b. at a western celebration; c. at breakfast; d. at the end of a hard day's work; e. in a fishermen's paradise; f. travelling upstream to lay eggs; g. at the end of dinner; h. at a weekend party.

6.



In a paragraph or two tell what happened up to the point when this incident occurred. Or begin with the incident in the picture and tell what happened next.

Write the story in rough; improve and correct it. *Proof-read the final copy to be sure that spelling is accurate.*

A TIME FOR SUMMING UP

This speller has presented you with nearly 400 core words, words which you will have occasion to write many times in the years to come. But it has done even more; it has given you the key to unlock the spelling of many hundreds of additional related words. The book has been successful in its purpose if it has also helped to kindle interest in the structure, history, and meaning of a few of the words from many sources which make English rich, colourful, and expressive.

Concentrate your study on the words which caused you difficulty in spelling. However, the following list garners from the speller a selection of common words which experience has proved were at some stage difficult for many people.

accommodate	patience	preferred	deceived	disguised
unconscious	tobacco	athletics	surprise	definite
intramural	ache	quantity	similar	judgment
laboratory	stretch	committee	religious	opinion
prominent	benefit	persuaded	wieners	grammar

- Under the heading **Suffix ous** write the words which have the suffix **ous**.
 - Under the heading **Ending ed** write the verbs ending in **ed**.
 - Under the heading **Prefix de** list the words with this prefix.
- Write every word within which you can locate another complete word.
 - Write **similar**. Form a noun from **similar**.
 - Write **prominent** and **religious** and the nouns related to them.
 - Write **patience**. What resemblance is there between **patience** and the noun related to **prominent**? What adjective is related to **patience**?

SUGGESTIONS FOR TEACHERS, UNIT 40

Presenting the Words

By this stage of the term the words in the unit have had considerable practice, and only the poorest spellers will require much drill. You would be well advised to use the review time not only on the words in the list, but in consolidating the learning of other words that through the term have been misspelled by your pupils.

Pre-test by dictating the 25 words of the list, and such other words as you have added.

The following sentences using words from the list are supplied for your convenience. Use them if you wish.

Our classroom can *accommodate* twenty-five pupils.

Our parents must have a great deal of *patience*!

The boys *preferred* green to red sweaters.

The Trojans were *deceived* by the wooden horse.

The policeman *disguised* himself with a false moustache.

The criminal remained *unconscious* of the policeman's presence.

Where was *tobacco* first grown?

The Greeks encouraged the practice of *athletics* among their young men and women.

Nothing will *surprise* him now.

Please give us a *definite* answer to the question.

All pupils are expected to engage in *intramural* activities.

The unaccustomed exercise made his legs *ache*.

The school bought a large *quantity* of paper for examination purposes.

My pen is *similar* to yours.

Please trust our *judgment* in this matter.

The *laboratory* was equipped for research in physics.

The ability to *stretch* is a quality of rubber.

A social *committee* planned the class party.

In Canada we have freedom of *religious* belief and practice.

In my *opinion*, this is highly desirable.

A high hill was a *prominent* feature of the landscape.

The new road will *benefit* all residents of the district.

Who *persuaded* you to go to camp this summer?

The *wieners* and buns were delicious.

The study of *grammar* is one part of the study of language.

As usual eliminate all words which all your pupils have spelled correctly, and excuse from routine teaching and from the exercise work those pupils who had a perfect score on the test. Continue to test and check, with intervals for clearing away specific and individual difficulties, until all but the problem spellers have mastered the words.

As a culminating activity you may want to dictate whole sentences or paragraphs in addition to the word lists. The following are suggested as suitable for dictation. You will notice that they include a sampling of words from the text at large, not merely from the last unit.

1. Skilfully tailored clothes that are not too tight will not stretch out of shape. Young people want to be stylish and economical as well as attractive.

2. Many boys are interested in automobiles. They add accessories to standard machines, and equip them with all sorts of gadgets. There is no guarantee that the equipment will provide higher mileage, or that the Automobile Association would recommend it. But the boys who have worked on their automobiles have great pride in their achievement. They feel that they have used their leisure time in a highly satisfactory manner.
3. The government of a city requires a mayor who knows something about administration. He depends upon the committees to whom responsibilities are delegated. Although some people believe that politics should not enter into municipal government, the election of candidates as their representatives is a political activity.
4. The practice of medicine requires skill and knowledge. Doctors have devoted long years to study, with results that benefit all society.
5. The professor was a studious person who could not be persuaded that grammar and mathematics should be omitted from the daily schedule.
6. His judgment regarding athletics was similar to mine. He preferred the analysis of obscure chemicals in his laboratory to participation in intramural sports.
7. In his opinion, no one could be either persuaded or deceived regarding the quality of the arguments presented.

The final test of the success of your teaching is the quality of the spelling in the daily writing of your pupils. Spelling errors in all writing activities should be noted and corrected. At the same time, credit should be given, in the form of appreciation and, where feasible, of credit in term marks, for careful correct spelling in daily work. The good speller should know that you have seen and approve of his efforts. Too often so much time is spent correcting poor spelling that good spelling passes unnoticed. It cannot be taken for granted in a language as erratic in its spelling pattern as English.

Doing the Exercises

Remember – the exercises are to be done only by those pupils who require them. They should not be used as busy-work.

Ex. 1. a: unconscious, religious; b. preferred, persuaded, deceived, disguised; c. deceived, definite.

Ex. 2. a: *accommodate* (also *ate, at*), *unconscious*, *intramural* (also *tram*), *laboratory* (also *rat, at*), *prominent* (also *prom, in*), *patience* (also *at, tie*), *tobacco*, *ache*, *stretch* (also *etch*), *benefit* (also *it*), *preferred* (also *refer, red, err, erred*), *athletics* (also *let, tics*), *quantity* (also *ant*), *committee* (also *it, tee*), *persuaded* (also *per*), *surprise* (also *is*), *religious*, *disguised* (also *guise, is*), *definite* (also *fin, it, in*), *judgment*, *opinion* (also *in*), *grammar* (also *mar, ram, am*); b. similarity; c. prominence, religion; d. Both end in *ce*. patient.

Ex. 3. a: intramural; b. ache; c. tobacco; d. benefit; e. unconscious.

Ex. 4. a: definite; b. stretch; c. preferred; d. benefit.

Ex. 5. a: social committee, athletics committee, finance committee, library committee, etc.; b. person, picture, symbol; c. wool, new chemical; d. i, ii, iii.

EXTRA HELP

Ex. 1. a: accommodate, ache, athletics, benefit, committee, deceived, definite, disguised, grammar, intramural, judgment, laboratory; b. laboratory, prominent, patience, benefit, quantity, similar, wieners, definite, judgment, grammar; c. disguised; unconscious and judgment; intramural.

Ex. 2. a: ac|com|mo|date or ac|com|mod|ate; in|tra|mur|al or in|tra|mu|ral; b. for accent on the first syllable see 1. b; second syllable – accom'modate, uncon'scious, labor'atory, tobac'co, preferred', athlet'ics, commit'tee, persuad'ed, deceived', surprise', relig'ious, disguised'; opin'ion; third syllable – intramur'al; c. bene|fit.

Ex. 3. a: deceived; b. religious; c. persuaded; d. ache; e. committee.

Ex. 4. a: opinion, wieners, disguised, prominent, athletics; b. indefinite; suffix *ite*; c. grammatical; d. Follow the markings of the dictionary your class is using. Accept any standard marking.

Ex. 5. a: stretcher; b. judge; c. opinionated; d. conceived, perceived; e. similarity.

Ex. 6. a: i, ii, v; b. i, iii, iv.

FOR GOOD SPELLERS

Ex. 1. a: convince, talk into, induce, cajole, etc.; b. pious, god-fearing, devout, orthodox, holy. Note that the synonyms are for various shades of meaning of *religious*. c. Buddhism, Christianity, Judaism, Mohammedanism or Islam, Brahminism, Hinduism, Shintoism, etc.

Ex. 2. a: permit, remit, remittance, admit, admittance, commit, emit, omit, submit; emissary, mission, missionary, permission, remission, admission, commission, emission, omission, submission, promise, promissory; pupils may submit others. Check the words in the dictionary to be sure of the derivation. b. cigar, cigarette, snuff; tobacconist.

Ex. 3. a: pride of lions, school of fish, herd of deer, flock, host, covey, etc.; b. outstanding, long-suffering, lot; c. swimming, running, jumping, boxing, etc.

Ex. 4. a: All come from roots containing the idea of knowing, but from different roots. Wisdom is distilled knowledge; science is a branch of knowledge. b. All contain the idea of working, and in some senses can be used as synonyms. However, there are areas of meaning and use that differ for the different words, as in phrases like labour and management; to do work; to seek employment; belabour, labourer, elaborate, laboratory; worker, work out, workshop; employee, employable, employment office.

Ex. 5. a: *simil* – meaning the same or like; similar – like; simile – a comparison of things alike in one aspect, and using *like* or *as*; simultaneous – at the same time; simulate – to imitate or try to be like; similitude – likeness; dissimilate – to hide what one is like; b. sausages, salami, bologna, frankfurters, etc.; c. judicial, judiciary, adjudge, jury, judicial, etc.

Ex. 6. a; scratch, branch, crunch, blanch, crutch, brunch, French, splash, splint, starch, strong, strength, etc.; b. appalled, success, suppress, oppress, commission, embarrass, occurrence, etc.; c. Guelph, guano, guava, extinguish, dissuade, save, etc.; guard, guarantee, guardian.

You may require additional exercises for poor spellers, especially for words you have included from the words commonly misspelled by your own pupils. It is suggested that you re-use exercises which appeared as work "For Poor Spellers" in the units where the words first occurred; or you might draft similar exercises in the quantity required for your pupils.

It is hoped that by the completion of Book 8 pupils will have gained considerable independence in the study of spelling, and will have learned how to analyse for themselves words with which they have had little experience. It is hoped also that they will have been helped to see some of the logic behind the apparent illogic of English spelling, and so will be encouraged to study further the mysteries of language. Though in many school systems the formal study of spelling ends with the eighth grade, there is no doubt that many youngsters continue to need help in attacking words. Your support and interest should help their efforts.

3. Write the word
- which is an adjective ending in **al**.
 - which has only four letters.
 - which names an article introduced into Europe from America.
 - the first part of which means **good** or **well**.
 - with the same root as **science**.
4. By substituting a word from the list for the word in bold type change the meaning of the sentence:
- I don't want a **vague** answer.
 - The sweater will not **shrink** if you wash it carefully.
 - Bob **disliked** hamburgers.
 - Taking the medicine will not **harm** the baby.
5. a. Your club has decided to set up a number of committees to deal with its affairs. Suggest three possible committees, using the word **committee** each time.
- b. Write the adjective **religious** with any of the following words which it might properly modify: person, picture, symbol, heaven.
- c. Write all of the following phrases which are correct in form: a large quantity of dogs, a large quantity of wool, a small quantity of the new chemical.
- d. Write **surprise** after the numbers of the following words which are synonyms or near synonyms of **surprise**:
- (i) astonish, (ii) amaze, (iii) startle, (iv) admire.
6. Begin with "My opinion about . . ." and set forth strongly your point of view about a topic of great concern to you.

FREQUENT REVIEW IS IMPORTANT TO MAKE LEARNING SECURE. BE SURE YOU CAN SPELL ALL THE WORDS IN THIS LIST AND IN YOUR PERSONAL SPELLING LIST.



Extra Help

1.
 - a. Arrange in alphabetical order the words which would appear in the first half of the dictionary.
 - b. Write all the words, excluding words of one syllable, in which the accent falls on the first syllable.
 - c. Write the words in which **u** is silent; has a short sound; has a long sound.
2. Write
 - a. two words with four syllables each. Draw vertical lines between syllables and then rewrite each word without syllabic markings.
 - b. a word in which the accent falls on the first syllable, a word in which the accent falls on the second syllable, a word in which the accent falls on the third syllable. Mark the accent on each word.
 - c. **benefit**, and draw a vertical line between the two parts of the compound word.
3. Which word
 - a. follows the rule of **ei** after **c**?
 - b. has a soft **g** as a result of a following **i**?
 - c. has **u** with the sound of **w**?
 - d. uses **h** to make **c** hard?
 - e. has three sets of double letters?
4.
 - a. Write words from the list which rhyme with **dominion**, **preeners**, **apprised**, **dominant**, **aesthetics**. Underline parts of the rhyme which are spelled differently in the rhyming words.
 - b. Write **definite** and its antonym. Circle the suffix in each word.
 - c. Write **grammar**. Form an adjective by replacing the suffix with **atical**.
 - d. On **tobacco** mark the quality of every vowel.
5. Make additional words by
 - a. adding **er** to **stretch**.
 - b. dropping the suffix of **judgment**.
 - c. adding **ated** to **opinion**.

- d. substituting another prefix in **deceived**.
 - e. adding a suffix to **similar**.
6. a. Write **quantity** after the number of the following which are measurements of quantity: (i) ton, (ii) hour, (iii) o'clock, (iv) coal, (v) board-feet.
- b. Write **patience** after the numbers of the following which are synonymous with or closely related in meaning to **patience**: (i) endurance, (ii) misery, (iii) long-suffering, (iv) perseverance. Check your answers by reference to the dictionary.

REVIEW ALL THE WORDS IN YOUR PERSONAL SPELLING LIST. USE THE STUDY STEPS ON PAGE 5.

For Good Spellers

1. a. Give two or three additional ways of expressing the idea of **persuade**.
- b. List four or five synonyms for **religious**.
- c. Name at least four great religions.
2. a. From the root **mit** or **miss** derive at least a dozen related words. Try to list words not appearing in Unit 37.
- b. List two or three products of tobacco, and a word pertaining to tobacco.
3. a. Before counting and measuring were known, quantities of objects, birds, animals, people, were indicated by distinctly different words. List a half-dozen words indicating a group or quantity of objects, for example, a covey of partridge. What words indicate a group of lions? of fish?
- b. The following words are of Greek or Latin origin. Use the dictionary to assist you in finding synonyms or near synonyms of Anglo-Saxon origin: **prominent**, **patience**, **quantity**.
- c. Write the names of three activities which might be classed as **athletics**.

4. a. Examine **science, wisdom, knowledge**. Explain briefly how these words resemble and differ from one another in meaning.
b. Compare **labour, work, employment**. Explain briefly how they resemble and differ from one another in meaning. Draw up parallel lists of words related to or formed from each of **labour, work, employment**. N.B.: Note difference in usage between **labourer** and **employer**.
5. a. Examine **similar, simile, simultaneous, simulate, similitude, dissimilate**. Trace the common element of meaning through these words. How do you account for the similarity?
b. **Wieners** are casings stuffed with ground spiced meat. List three or four other food articles of the same general kind.
c. Write at least four words beginning with **ju** and pertaining to law and the courts.
6. a. **Stretch** is unusual in that it has one vowel and six consonants. List three or four additional words which have five or more consonants and only one vowel.
b. **Accommodate** and **committee** have two sets of double consonants each. List three or four additional words which contain two sets of double consonants.
c. List three or four words in which **u** has the sound of **w** as in **persuaded**. Then write three words in which **u** followed by **a** is silent.
7. There is a move in your school to eliminate athletics from the extracurricular activities sponsored by the school. Prepare an argument either supporting or opposing this move.

PROOF-READ EVERYTHING YOU WRITE
FOR SPELLING, GOOD USAGE, AND
LEGIBLE HANDWRITING. THESE THINGS
GUARANTEE THE READABILITY OF
YOUR WRITTEN WORK.



THE 388 WORDS IN THIS BOOK

- The number beside each word shows the page where it is first listed. The symbol (†) marks words with a second spelling.

ability	83	Arctic	81	candidate	36
absurd	60	assembly	36	capable	22
abuse	60	assistance	14	cautiously	88
accessories	14	assistant	14	ceased	22
accidentally	14	assure	38	cereal	100
accommodate	14	athlete	86	challenged	52
accompanied	14	athletics	12	character	72
according	38	atmosphere	81	chemical	86
ache	60	atomic	86	circulation	54
achievement	10	attached	14	clanking	24
acids	28	attractive	16	clergyman	70
acknowledge	66	authority	83	†colourful	16
actual	58	auxiliary	42	column	28
administration	36			combined	45
admire	14	bachelor	7	comedies	72
adolescent	90	balcony	72	commercial	56
advance	14	belief	10	commission	96
advertisement	14	benefit	40	committee	36
affect	40	berth	100	comparative	42
agent	30	bitter	58	compare	42
aimless	88	blizzard	81	complexion	90
altitude	28	blond	90	conclusion	28
amateur	30	boundary	83	confidence	66
analysis	86	brief	10	congratulated	12
anchor	7	brilliant	72	connection	54
annual	56	brunette	90	conscience	38
anticipation	54	bullet	60	consequences	38
apparently	14	bulletin	81	construction	42
appendix	68	bureau	30	conversation	54
applause	14	burglar	60	co-operate	54
approached	14			correct	26
appropriate	26	calm	81	courteous	90
approved	14	calories	83	courtesy	90
approximately	88	cancel	22	co-worker	56

creature	7	effect	40	grove	100
credit	30	efficient	40	guarantee	24
crept	22	electronic	86	guard	7
criticism	72	entrance	22		
crown	52	escapade	90	heaven	100
curious	98	establish	66	heir	7
custom	22	estimated	56	hemisphere	86
		evidence	96	heroic	86
debt	56	exceeding	22	horizon	86
deceived	22	exhaust	24	hosiery	16
definite	42	explanation	54	humorous	72
delicate	26	expression	72	†humour	72
democratic	36	faint	68	ideal	16
descend	100	familiar	26	illustration	54
dessert	100	fancy	83	imitate	72
destination	54	farewell	70	immense	88
destroy	60	feature	40	immigrants	38
determined	45	feminine	42	impatient	68
devoted	45	fiercely	10	individual	96
diagram	81	fiery	58	initial	38
diameter	28	financial	56	inn	100
diary	12	fitted	40	intend	38
diesel	10	flame	28	interfere	38
digestion	54	fleet	66	interior	30
disguised	26	foolishness	66	international	36
disgust	60	fracture	68	interscholastic	90
dissatisfied	26	frequently	88	interview	96
dissolve	38	fulfilled	70	intramural	58
distinct	54			invisible	96
distinguish	38	gadget	24	italics	42
distributed	56	generator	24		
district	81	glorious	98	judge	52
domestic	36	graduate	90	†judgment	52
doubt	52	grammar	42	judicial	52
duplicate	70	grant	7	jury	52
		grateful	58		
eager	58	grind	24	knitted	16
economical	16	grouch	60	laboratory	12

laundry	83	persuaded	38	release	74
lecture	90	poisonous	98	relief	10
leisure	100	politics	36	religious	58
magnificent	40	popular	26	repeated	74
maintenance	24	positive	88	repetition	74
majority	36	postscript	96	representatives	36
manuscript	96	(P.S.)		reproduce	74
(MS.)		preferred	38	required	74
†marvellous	98	prejudice	52	rescue	100
masculine	42	previous	98	residence	66
mathematics	86	pride	16	responsible	74
mayor	36	principle	22	restaurant	30
merciful	58	professor	90	reverse	24
mileage	24	projector	38	ridiculous	98
miniature	12	prominent	58	robbers	60
monitor	30	pronunciation	42	rodeo	100
monotonous	70	prosperous	98	role	30
mortgage	70	punctured	24	salary	56
municipal	36	purse	16	salmon	100
murderous	98	pursue	90	satisfactory	40
		pyramids	86	scheduled	45
noticeable	22	quaint	66	scholarship	86
nourishing	68	quality	83	scratch	68
nuclear	28	quantity	28	selection	54
nuisance	22	quarrel	60	selfishly	88
obedient	26	quotation	42	senate	36
observed	81	rascal	60	senators	36
opinion	52	reaffirm	74	serial	7
ordinary	12	rebel	74	sewers	7
original	72	recognize	12	shone	7
ounce	28	recommend	74	silence	30
patience	28	recreation	74	silent	30
patients	68	reference	66	similar	58
pause	72	referred	74	situated	45
pedestrian	24	refugees	74	skidded	45
permission	96	regarding	74	†skilful	16
persevere	28	regulations	54	soaked	81
				social	58

society	83	supersonic	38	torrent	81
solemn	58	supplementary	42	tragedies	72
souvenir	30	support	66	transaction	56
species	10	supreme	52	transfer	56
spices	22	surveyed	96	trout	100
spirits	100	suspend	52	twisted	16
standard	24	suspense	38	unconscious	26
staring	7	suspicious	98	university	83
starved	7	swallow	68	urgent	88
statue	7	sympathy	68	†vapour	81
steady	58			variety	83
stenographer	70	tackle	90	veto	30
stingy	60	tailor	16	vigorous	98
stooped	45	teased	45	visionary	96
strength	12	temporary	12	vitamins	68
stretch	16	terrific	40	volume	30
stubborn	88	testimony	52	volunteer	7
studious	98	theory	86	vulgar	60
stupid	60	therefore	70	warehouse	70
stylish	16	thieving	10	welfare	70
sufficient	40	tickled	45	whisper	7
suicide	70	timid	58	wieners	10
sulphur	28	tobacco	7	youth	90
superintendent	56	topic	42		
superior	30				

SECOND SPELLINGS

If your teacher so advises, you may use this spelling of the words listed below. Also listed is the number of the page on which the word first appears.

colorful	16
humor	72
judgement	52
marvelous	98
skillful	16
vapor	81

THE 137 EXTRA WORDS LISTED FOR GOOD SPELLERS

- Good spellers will learn many more words than these from the spelling exercises and other work, but these are included in the lists on the pages shown.

accelerate	24	cucumber	7	hangar	24
alcohol	28			harass	66
ancestors	22	debate	90	hearth	7
anthracite	7	delegates	36	heartily	88
appendicitis	68	dimensions	28		
apprentice	56	disgrace	26	icicles	81
attorney	52	dismal	60	intimate	54
autobiography	70	durability	83		
awkward	88			label	56
		earthquake	70	launch	100
bearings	24	edifice	40	lieutenant	70
benefited	40	edition	72	liquor	30
blouse	16	elaborate	88	luxury	16
		emigrants	12		
cactus	100	enormous	98	merely	88
campaign	36	enthusiastic	58	millionaire	56
carburetor	24	excursion	38	missionary	96
cellulose	28	existence	66	moccasins	16
ceremony	90				
chloroform	68	facility	40	offence	22
clause	42	faculty	40	oyster	100
colonel	22	fascinating	58		
competent	52	fatigue	30	pamphlet	36
complement	42	festival	72	parallel	81
compliment	38	fidelity	83	pedestal	24
concise	42	foremost	70	penicillin	68
constellation	54	frontier	10	permissible	96
convenience	38			philosopher	86
corral	100	generous	98	picturesque	58
cosmetics	90	geysers	81	pierce	10
cruiser	100	glimpse	45	pitying	12

plague	60	saliva	30	tedious	66
plaque	72	satellite	81	tremendous	98
poverty	60	shrieking	10	triumph	12
preacher	66	significance	40	tropics	81
premium	30	skeleton	68	trousers	16
priest	66	slaughter	60		
primitive	58	sole	52	uranium	28
priority	83	sophomore	90		
prophet	86	soul	72	venison	7
proportion	54	sovereign	36	veteran	12
protein	10	specimen	22	virtue	90
psychology	86	squash	45		
		statistics	56		
quotient	54	stature	16	weird	58
		submarine	38	wharves	56
reliable	74	superstitious	38	whim	12
remittance	96	syllable	42	wholesale	56
repertory	72	synthetic	86	witness	52
reservoir	30			wreaths	7
		tariff	36	wrecked	45
sacrifice	70	tarmac	70	wrought	45

USEFUL WORDS—PROVINCES AND MAJOR CITIES

British Columbia (B.C.)	Victoria, Vancouver
Alberta (Alta.)	Edmonton, Calgary
Saskatchewan (Sask.)	Regina, Saskatoon
Manitoba (Man.)	Winnipeg
Ontario (Ont.)	Toronto, Ottawa
Quebec (Que.)	Quebec, Montreal
New Brunswick (N.B.)	Fredericton, Saint John
Nova Scotia (N.S.)	Halifax
Prince Edward Island (P.E.I.)	Charlottetown
Newfoundland (Nfld.)	St. John's

333 MOST COMMONLY MISSPELLED WORDS

This list is based upon a number of reported studies, including Gates' *Spelling Difficulties in 3876 Words*, the Fitzgerald list (Fitzgerald and Brittain, in *Elementary English Review*, Feb. 1942), and Kyte's "Errors in Commonly Misspelled Words in the Intermediate Grades", *Phi Delta Kappan*, May, 1958.

Special attention is given to the teaching and re-teaching of these words, as follows:

- (1) Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of "demons among demons", are listed four times or more.
- (2) *In the Pupil Edition* a cumulative list of all such words introduced to date appears at the back of each book.
- (3) *In the Teachers' Edition*, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

The book in which a word is first introduced is indicated by number in the following list. The number(s) in brackets indicate the book(s) in which the same word is re-introduced for re-teaching.

about	2 (2,3)	argument	7 (7,8)
accommodate	8 (8)	arithmetic	4 (4,5)
ache	8 (8)	asked	3 (4,6)
acquainted	6 (6,7,8)	athletics	8 (8)
across	3 (4,5)	aunt	3 (4,6)
address	4 (4,5,6)		
advice	7 (7,8)	balloon	5 (5,6)
afternoon	3 (3)	basketball	5 (5,6)
again	3 (4)	beauty	6 (6,7)
aisle	7 (7,8)	because	2 (2,3,7)
all right	4 (4,5,7)	been	2 (2,3)
almost	3 (5)	before	3 (3)
along	3 (4)	begin	4 (5)
already	4 (4,5,7)	beginning	5 (5,6)
altogether	7 (7,8)	believe	4 (4,5,6)
always	3 (4)	benefit	8 (8)
am	2 (2)	bought	3 (4,6)
among	4 (4,5)	boy	2 (2)
amount	5 (5,6)	break	4 (5)
answer	5 (5,6)	brother	2 (2,4)
any	3 (3)	brought	3 (6)
April	3 (3)	built	5 (5,6)
are	2 (2)	business	5 (5,6,8)

busy	4 (5,6)	easy	4 (4,5)
buy	3 (3)	eighth	5 (5,6,7)
cannot	3 (4)	enough	3 (4,7)
can't	3 (4)	equipped	7 (7,8)
captain	4 (4,5)	every	2 (2,3)
certainly	6 (6,7)	everybody	4 (4,5)
children	2 (2,3)	excellent	6 (6,7)
choose	6 (6,7)	excuse	4 (4,5)
chosen	6 (6,7)	father	2 (2,3)
Christmas	2 (2,4)	February	3 (5)
close	3 (5,7)	finally	5 (5,6)
clothes	3 (5,7)	fine	2 (2)
colour	3 (4)	first	2 (2,3)
come	2 (2,3)	for	2 (2,3)
committee	8 (8)	foreign	5 (5,6,7)
complete	6 (6,7)	formerly	7 (7,8)
conquered	7 (7,8)	forty	4 (4,5,6)
control	6 (6,7)	fourth	4 (4,5,8)
cough	5 (5,6)	Friday	3 (3)
could	2 (2,3)	friend	3 (3)
country	3 (6)	from	2 (2,3)
course	5 (5,6)	fun	2 (2)
cousin	4 (4,5)	generally	5 (5,6)
day	2 (2)	getting	2 (2,3)
dear	2 (2,3)	goes	2 (2,3)
deceived	8 (8)	good	2 (2)
decided	5 (5,6)	good-bye	4 (4,5)
definite	8 (8)	government	7 (7,8)
describe	7 (7,8)	grade	2 (2)
description	7 (7,8)	grammar	8 (8)
develop	7 (7,8)	guess	3 (4,7)
diamond	7 (7,8)	guest	6 (6,7,8)
didn't	3 (4)	had	2 (2)
different	3 (4,6)	half	3 (4)
dining	4 (5,6)	handkerchiefs	4 (4,5)
disappear	5 (5,6,7)	happiness	7 (7,8)
disappointed	5 (5,6,7)	has	2 (2,3)
disguised	8 (8)	have	2 (2)
divide	5 (5,6)	hear	3 (4)
doctor	5 (5,6)	heard	3 (4,6)
does	3 (4,6)	height	7 (7,8)
done	3 (3)	hello	4 (5)
don't	3 (4)	her	2 (2,3)
down	2 (2)	here	2 (2,3)
dropped	4 (5)	him	2 (2)
early	3 (4)	his	2 (2)
Easter	3 (3)	hope	3 (3)

hospital	5 (5,6)	Mrs.	5 (6)
hour	4 (5,6)	much	2 (2,3)
house	2 (2,5)	my	2 (2)
how	2 (2)		
		name	2 (2)
I'm	2 (2,3)	naturally	7 (7,8)
immediately	6 (6,7)	necessary	6 (6,7)
in	2 (2)	neighbour	6 (6,7)
independent	7 (7,8)	never	3 (3)
instead	4 (4,5)	ninety	5 (5,6)
interesting	5 (5,6,8)	ninth	5 (5,6)
intramural	8 (8)	none	5 (5,6)
isn't	3 (4)	now	2 (2,3)
it	2 (2)		
its	4 (4,5,7)	occurred	7 (7,8)
it's	4 (4,5,7)	o'clock	3 (4)
		October	3 (4)
judgment	8 (8)	off	3 (4,6)
just	3 (3,6)	official	7 (7,8)
		often	3 (4,7)
knew	3 (4,6)	on	2 (2)
know	2 (2,4)	once	2 (2,3)
knowledge	6 (6,7)	one	2 (2)
		opinion	8 (8)
laboratory	8 (8)	opportunities	7 (7,8)
laid	4 (4,5,6)	our	2 (2)
lead	4 (5,6,7)	out	2 (2)
league	6 (6,7)	outside	3 (3)
led	5 (5,6,7)		
lessons	5 (5,6)	paid	5 (5,6)
letter	3 (3)	passed	4 (4,5,7)
library	4 (5,6)	patience	8 (8)
lightning	7 (7,8)	people	2 (2,3)
like	2 (2)	perhaps	5 (5,6)
little	2 (2)	persuaded	8 (8)
loose	4 (5,6,8)	piece	5 (5,6,8)
lose	6 (6,7,8)	play	2 (2)
losing	6 (6,7)	pleasant	5 (5,6)
lots	3 (3)	please	2 (2,3,5)
		practice	6 (6,7,8)
make	2 (2)	preferred	8 (8)
many	2 (2)	pretty	2 (2)
maybe	4 (4,5)	prevent	6 (6,7)
meant	5 (5,6)	principal	4 (4,5,8)
medicine	7 (7,8)	probably	5 (5,6,8)
minute	4 (4,5)	proceeded	7 (7,8)
Miss	2 (2)	prominent	8 (8)
morning	2 (2)		
mother	2 (2,3)	quantity	8 (8)
Mr.	5 (6)	question	5 (5,6)

quiet	5 (5,6,7)	their	2 (2,3,7)
quit	5 (5,6)	them	2 (2)
quite	4 (4,5,7)	then	2 (2)
		there	2 (2,3,7)
raise	4 (4,5)	they	2 (2)
ready	3 (4,7)	think	2 (2,4)
real	4 (4,5)	though	6 (6,7)
receive	5 (5,6,7)	thought	5 (6,7)
religious	8 (8)	threw	4 (4,5)
remember	4 (4,5)	through	5 (6,7)
right	3 (4,6)	time	2 (2)
		to	2 (2,3,5)
said	2 (2,3)	tobacco	8 (8)
sandwiches	6 (6,7)	today	2 (2,3)
Saturday	3 (4)	together	3 (4)
saw	2 (2)	tomorrow	3 (3)
says	3 (3)	too	2 (2,3,5)
school	2 (2,3)	toward	4 (5,6)
scissors	6 (6,7,8)	toys	3 (3)
seemed	4 (4,5)	train	2 (2)
send	3 (3)	tries	4 (4,5)
separate	5 (5,6,8)	trouble	4 (4,5)
several	3 (4)	truly	3 (4,6)
severe	7 (7,8)	Tuesday	3 (4,6)
shoes	4 (4,5)	twelfth	5 (5,6,8)
shoulder	6 (6,7)	two	2 (2,3,5)
siege	7 (7,8)		
similar	8 (8)	uncle	3 (4,6)
since	5 (5,6)	unconscious	8 (8)
sincerely	4 (4,5,6)	until	3 (4)
soldier	4 (4,5,7)	us	2 (2)
some	2 (2)	usually	5 (5,6,8)
soon	3 (3)		
speech	5 (5,6)	very	2 (2)
stationery	7 (7,8)		
store	2 (2)	was	2 (2)
straight	4 (4,5,6)	wear	3 (3,7)
stretch	8 (8)	weather	3 (5,8)
studying	6 (6,7)	Wednesday	3 (5)
successful	7 (7,8)	week	3 (3)
sugar	4 (4,5)	well	2 (2)
summer	3 (3)	were	2 (2,3)
Sunday	3 (3)	when	2 (2)
suppose	5 (5,6)	where	3 (4,7)
sure	3 (4)	whether	5 (5,6,8)
surprise	5 (5,6,8)	which	3 (4)
		while	3 (4)
teacher	2 (2,4)	white	2 (2)
tear	5 (5,6)	whole	4 (5,6)
the	2 (2)	whose	4 (4,5,6)

wieners	8 (8)	write	2 (2,3)
with	2 (2)	written	4 (4,5)
woman	3 (4)	wrote	3 (4,6)
won't	4 (4,5)		
would	3 (5)	your	2 (2,3)

A BASIC SPELLING LITERACY VOCABULARY OF 445 WORDS*

(Showing book in which each word is first introduced)

able	4	before	3	company	4
about	2	being	4	could	2
above	4	believe	4	country	3
account	7	best	2	course	5
address	4	better	3	covered	4
after	2	between	6	credit	8
afternoon	3	big	2	cut	3
again	3	bill	5		
against	5	black	2	daddy	2
ago	3	blue	2	date	4
all	2	book	2	day	2
almost	3	both	4	dear	2
along	3	box	3	department	6
also	3	boy	2	desire	7
always	3	bring	2	did	2
am	2	brother	2	didn't	3
amount	5	brought	3	different	3
an	2	business	5	dinner	3
and	2	but	2	do	2
another	3	buy	3	does	3
answer	5	by	2	doll	2
any	3			done	3
appreciate	7	called	3	don't	3
are	2	came	2	door	3
around	3	can	2	down	2
as	2	candy	3	dress	2
asked	3	cannot	3	drive	4
at	2	can't	3		
attention	6	car	2	each	3
aunt	3	care	3	early	3
away	2	case	5	eat	2
		cat	2	enclosing	7
baby	2	certainly	6	end	3
back	2	check	5	enough	3
bad	3	children	2	even	4
balance	7	Christmas	2	evening	4
ball	2	city	3	ever	3
be	2	class	3	every	2
beautiful	3	close	3	everybody	4
because	2	cold	3	expect	5
bed	2	come	2	eye	4
been	2	coming	3		

*Based, in part, on Kyte, George C., and Virginia M. Neel, "A Core Vocabulary of Spelling Words", *Elementary School Journal* LIV:1 (Sept. 1953), 29-34.

facts	7	happy	2	light	3
family	3	hard	3	like	2
far	3	has	2	lines	3
farm	3	have	2	little	2
father	2	having	2	live	2
favour	6	he	2	long	2
feel	4	head	3	look	2
few	3	hear	3	lots	3
find	2	heard	3	love	2
fine	2	heir	8		
fire	3	help	3	made	2
first	2	her	2	mail	3
fish	3	here	2	make	2
five	2	herewith	7	man	2
food	3	high	3	many	2
for	2	his	2	material	5
forward	6	home	2	matter	4
found	2	hope	3	may	2
four	2	house	2	me	2
Friday	3	how	2	men	2
friend	3	however	7	might	3
from	2			milk	2
full	3	I	2	Miss	2
fun	2	if	2	Monday	3
further	6	in	2	money	3
future	7	information	7	month	5
		interesting	5	more	3
game	3	into	2	morning	2
gave	2	is	2	most	3
get	2	it	2	mother	2
getting	2	its	4	Mr.	5
girl	2			Mrs.	5
give	2	job	4	much	2
given	4	just	3	must	3
glad	3			my	2
go	2	keep	3	myself	4
goes	2	kind	3		
going	2	kindly	6	name	2
gone	3	knew	3	near	3
good	2	know	2	necessary	6
got	2			need	3
grade	2	land	3	never	3
great	3	large	3	new	2
ground	3	last	2	next	3
guess	3	later	3	nice	2
		leave	5	night	2
had	2	left	3	no.	4
hair	3	let	2	no	2
half	3	letter	3	not	2
hand	3	life	4	note	3

nothing	5	returned	6	take	2
now	2	ride	3	taken	4
number	4	right	3	talk	3
		room	2	teacher	2
o'clock	3	run	2	tell	2
of	2			ten	2
off	3	said	2	than	3
office	5	Santa Claus	2	thank	3
oh	2	satisfactory	8	that	2
old	2	Saturday	5	the	2
on	2	save	4	their	2
once	2	saw	2	them	2
one	2	say	2	then	2
only	3	school	2	there	2
open	3	second	2	therefore	8
or	3	see	2	these	3
order	5	seemed	4	they	2
other	2	send	3	things	2
our	2	sent	3	think	2
out	2	service	6	this	2
over	2	several	3	those	3
own	3	shall	3	though	6
		she	2	thought	5
paper	3	ship	3	three	2
party	3	should	3	through	5
past	4	sidewalk	3	time	2
pay	4	since	5	to	2
people	2	sincerely	4	today	2
picture	3	sir	5	together	3
place	3	sister	2	told	4
play	2	six	2	tomorrow	3
please	2	small	3	too	2
pleasure	5	snow	2	took	2
possible	5	so	2	town	2
presents	7	some	2	toys	3
pretty	2	soon	3	train	2
price	5	sorry	3	tree	2
put	2	spring	3	truly	3
		start	3	trust	7
quite	4	stay	3	try	3
		still	3	two	2
rather	4	stockings	5		
ready	3	story	2	under	3
real	4	stove	4	understand	5
receipt	6	street	4	until	3
receive	5	such	5	up	2
red	2	summer	3	us	2
regarding	8	Sunday	3	use	3
remember	4	suppose	5		
reply	5	sure	3	very	2
rest	3				

walk	3	where	3	would	3
want	2	whether	5	write	2
was	2	which	3	written	4
water	2	while	3	wrote	3
way	3	white	2		
we	2	who	2	years	4
weather	3	why	3	yes	2
week	3	will	2	yesterday	3
well	2	winter	3	yet	3
went	2	wish	3	you	2
were	2	with	2	young	4
what	2	work	2	your	2
when	2	world	3	yours	3

WORD LIST, THE MACMILLAN SPELLING SERIES

The number beside each word indicates the book in which it *first* appears as a spelling word. The 333 Most Commonly Misspelled Words, as outlined on pages 113-17, appear twice or more in the series.

This list includes 2240 basic words, plus 692 extra words for good spellers. The extra words are identified by an asterisk.

ability	8	adventure	5*	am	2
able	4	advertisement	8	amateur	8
aboard	7	advice	7	ambition	7
about	2	advise	7	ambulance	5*
above	4	aerial	6	American	5*
absent	5	affect	8	among	4
absolute	7*	afford	7*	amount	5
absorb	6*	afraid	3	amusement	7
absurd	8	after	2	an	2
abuse	8	afternoon	3	analysis	8
accelerate	8*	again	3	ancestors	8*
accept	7	against	5	anchor	8
accessories	8	age	4	ancient	7
accident	5	agent	8	and	2
accidentally	8	ago	3	angel	5*
accommodate	8	agree	6	angelic	7*
accompanied	8	agriculture	7	angle	7
accomplish	7	aimless	8	angry	4*
according	8	air	3	animals	3
account	7	air-conditioned	7*	ankle	7
accurate	7	airplane	3	announce	7
ache	8	airport	5	annual	8
achievement	8	aisle	7	another	3
acids	8	alarm	6*	answer (ans.)	5
acknowledge	8	Alberta (Alta.)	6	anthracite	8*
acquainted	6	alcohol	8*	anticipation	8
acres	5	alive	5	anxiety	5*
across	3	all	2	anxious	5
act	4*	alley	6*	any	3
action	7	allowed	6	apart	7
activity	7	all right	4	apiece	7
actual	8	almost	3	apologize	7
add	3*	alone	5	apparently	8
addition	5	along	3	appeal	7
address	4	aloud	6	appeared	5
administration	8	alphabet	6	appendicitis	8*
admire	8	already	4	appendix	8
adolescent	8	also	3	applause	8
adopted	7	altitude	8	apples	2*
advance	8	altogether	7	appointed	5
advantage	7	always	3	appreciate	7

apprentice	8*	August (Aug.)	4*	baseball	3
approached	8	aunt	3	basement	4
appropriate	8	authority	8	basket	3*
approved	8	autobiography	8*	basketball	5
approximately	8	autograph	7*	bat	2*
April (Apr.)	3	automatic	7	bath	4
apron	6	automobile	7	bathe	4
aquarium	7*	auxiliary	8	bathtub	4*
architecture	7*	available	7	battery	7
Arctic	8	avenue (ave.)	4	battle	5
are	2	average	6*	be	2
area	7	aviation	7	beach	4
argument	7	avoid	7*	beads	5
arithmetic	4	awakened	7*	beans	5
arm	3*	away	2	bear	2*
army	3*	awful	5	bearings	8*
around	3	awhile	3*	beast	7
arranged	7	awkward	8*	beat	4
arrest	7	awnings	7*	beautiful	3
arrived	4*	awoke	5	beauty	6
arrow	4	axe	5*	beaver	5
art	4*	axle	6*	became	4
articles	6			because	2
artificial	7	baby	2	become	4
as	2	bachelor	8	bed	2
ashamed	7*	back	2	bee	3*
ashes	6	backwards	7	beef	6
asked	3	bacon	7	been	2
asleep	3*	bacteria	7*	beets	5*
assembly	8	bad	3	before	3
assignment	6	badminton	7	began	3
assistance	8	bag	3	beggar	7
assistant	8	baggage	6	begin	4
association	6	bait	7	beginning	5
assure	8	bake	6	begun	5
at	2	balance	7	behave	7
ate	3*	balcony	8	behind	3
athlete	8	ball	2	being	4
athletics	8	balloon	5	belief	8
atmosphere	8	ballot	7*	believe	4
atomic	8	banana	5*	bell	2*
attached	8	band	4	belong	4*
attack	7	bandage	7	below	4*
attempt	7	bank	3*	belt	4*
attention	6	banner	7	benches	5
attic	6	banquet	7*	beneath	7
attorney	8*	bare	5*	benefit	8
attractive	8	bargain	7	benefited	8*
audience	6	barn	3	bent	5
auditorium	6	barrel	5	berth	8

beside	4	boundary	8	bus	4
best	2	bouquet	6*	bushes	5*
better	3	bow	4	business	5
between	6	bowl	4	busy	4
beyond	7	box	3	but	2
bicycle	5	boy	2	butcher	6
big	2	bracelet	5*	butter	4
bike	3	braids	4*	button	6
bill	5	brain	7*	buy	3
birch	5	brakes	5	by	2
bird	2*	branch	6*		
birthday	3	brand	6	cabbage	5
biscuit	6*	brave	4	cabin	4
bite	4	bread	3	cactus	8*
bitter	8	break	4	cafeteria	7
black	2	breakfast	3*	cake	2*
blackboard	3*	breath	7	calendar	7
blame	6	breathe	7	called	3
blanket	6*	bridge	4	calm	8
blaze	6	brief	8	calories	8
bleeding	6*	bright	3*	calves	6*
blessing	6*	brilliant	8	came	2
blew	4	bring	2	camel	4*
blind	5	British Columbia		camera	6
blizzard	8	(B.C.)	5	camp	3*
block	4*	broad	7	campaign	8*
blond	8	broil	7	can	2
blood	5*	broken	4	Canada	3
blossom	5*	broom	6	Canadian	5
blouse	8*	brother	2	canal	5
blow	4	brought	3	canary	5*
blue	2	brown	3	cancel	8
board	6	bruise	6*	candidate	8
boat	3	brunette	8	candy	3
body	4	brush	4	cane	5
boil	7	bucket	5*	cannot	3
bone	4	buffalo	5	canoe	5
bonfire	6	build	4	can't	3
book	2	built	5	canyon	7*
border	5*	bulb	7	capable	8
born	3*	bull	5	capacity	7*
borrow	6	bullet	8	capital	7
boss	7	bulletin	8	captain	4
both	4	bump	5*	captive	5
bother	5*	bundle	5*	capture	7
bottle	4	bureau	8	car	2
bottom	4	burglar	8	carburetor	8*
bough	6*	buried	4*	card	3*
bought	3	burn	5	care	3
bound	7	burst	5	career	7

carelessness	5	cheap	6	cloak	7*
carols	5*	cheat	6	close	3
carpenter	5*	check	5	closet	7*
carriage	4*	cheek	6	cloth	6
carried	4	cheer	5	clothed	6
carrots	4*	cheese	4	clothes	3
carry	4	chemical	8	clothing	6
carve	4	cheque	7*	cloudy	4*
case	5	cherries	5*	clover	5*
cash	7	chest	5	clown	4
cashier	7*	chesterfield	7	club	4
castle	4	chew	5*	coach	7
cat	2	chicken	3*	coarse	7
catalogue	7	chief	4	coast	4
catch	3	child	3	coat	3
caterpillar	7*	children	2	cocoa	5*
cattle	4	chimney	4*	coconut	5*
caught	3	chin	4*	codfish	5*
cause	5	chisel	5*	coffee	6
cautiously	8	chloroform	8*	cold	3
ceased	8	chocolate	5	collar	5
cedar	7	choir	7*	collection	7
ceiling	7	choose	6	college	7
celebrate	5	chopped	6	colonel	8*
celery	6*	chops	6	colony	4*
cellar	4*	chorus	7	colour	3
cello	7*	chosen	6	colourful	8
cellulose	8*	Christmas	2	colt	5
cement	6	church	3	column	8
cemetery	7*	cider	6	comb	5*
central	7	circle	6	combined	8
centre	7	circulation	8	come	2
cents	4*	circus	4	comedies	8
century	7	citizen	7	comfortable	7
cereal	8	city	3	coming	3
ceremony	8*	civic	6	command	7
certainly	6	civil	7	commercial	8
certificate	6	claim	7	commission	8
chain	7	clanking	8	committee	8
chair	3	class	3	common	5
chalk	5*	clause	8*	commonwealth	7
challenged	8	clean	3	communist	7
championship	6	clear	5	community	7
chance	5	clergyman	8	company	4
channel	7	clerk	7	comparative	8
chapter	7	clever	6*	compare	8
character	8	click	5*	compass	6
charge	4	cliff	7	competent	8*
Charlottetown	7	climate	4*	complaint	7*
chase	4	climb	4	complement	8*

complete	6	costume	4*	curtains	6*
complexion	8	cottage	7	curve	7
compliment	8*	cotton	3*	cushion	7*
concern	7	cough	5	custom	8
concert	7	could	2	cut	3
concerto	7*	council	7	cylinder	7*
concise	8*	counsel	7*		
conclusion	8	count	5	daddy	2
concrete	7*	country	3	dairy	5*
condemn	7*	couple	5	daisy	6*
condition	7	courage	7	damages	7
conductor	7	courageous	7*	damp	6
confederation	7	course	5	dance	4
conference	7	court	7	dancing	5*
confidence	8	courteous	8	dandelion	7*
congratulated	8	courtesy	8	danger	5
connection	8	cousin	4	dangerous	5
conquered	7	covered	4	dark	3
conscience	8	cow	2	darling	7
consent	7	cowboy	2*	date	4
consequences	8	co-worker	8	daughter	5
considerable	7*	coyote	7*	day	2
constellation	8*	crack	5*	dear	2
constitution	7*	cradle	6*	death	7
construction	8	crawl	5	debate	8*
contain	6	crayon	4*	debt	8
contents	7	crazy	5*	deceived	8
contest	4	creature	8	December (Dec.)	3
continent	6	credit	8	decided	5
contingency	7*	creek	4	decision	7
continued	7	crept	8	declare	7
contour	6*	crime	7	decoration	4*
contracts	7*	criticism	8	deed	7
control	6	crop	4	deep	4
convenience	8*	cross	3*	deer	3
convention	6	crow	6	defeated	6
conversation	8	crowd	5*	defend	6
cook	3	crown	8	defense	6*
cool	4	cruel	7	definite	8
co-operate	8	cruiser	8*	degrees	7
copper	5	crumbs	4*	delegates	8*
copy	6*	crust	6	delicate	8
cord	6	cry	3	delicious	7
corn	3	cucumber	8*	delight	6
corner	4	cup	4*	deliver	7
corral	8*	cupboard	6	demand	7
correct	8	cure	7	democratic	8
correspond	6*	curious	8	densely	6
cosmetics	8*	curling	7	dentist	7*
cost	4	curly	6	deny	6*

department	6	disguised	8	dug	4*
dependable	7	disgust	8	duplicate	8
deposit	7*	dismal	8*	durability	8*
depth	7	dismissed	4*	during	5
descend	8	dissatisfied	8	dust	5
describe	7	dissolve	8	duty	5*
description	7	distance	5	dyeing	7*
desert	4	distinct	8	dying	7
deserve	7	distinguish	8	dynamite	7*
design	7	distributed	8		
desire	7	district	8	each	3
desk	3	ditches	4*	eager	8
dessert	8	divide	5	eagle	6
destination	8	division	5*	early	3
destroy	8	do	2	earn	7
detail	7	doctor	5	earrings	7*
determined	8	documents	7	ears	3*
develop	7	dodge	6	earth	4
devilish	7*	does	3	earthquake	8*
devoted	8	dog	2	easily	7
diagram	8	doll	2	Easter	3
dial	7	dollar	4	easy	4
diameter	8	domestic	8	eat	2
diamond	7	Dominion	7	economical	8
diary	8	done	3	edge	6
dictionary	6	donkey	5*	edifice	8*
did	2	don't	3	edition	8*
didn't	3	door	3	Edmonton	7
died	4	double	6	education	6
diesel	8	doubt	8	effect	8
diet	7	down	2	efficient	8
difference	7	downstairs	5	effort	7
different	3	dozen (doz.)	5	eggs	2*
difficulties	6	drain	6	eight	3
dig	4	drama	7	eighteen	5
digestion	8	drank	5	eighth	5
dime	4	draw	3	eighty	6
dimensions	8*	drawer	6	either	5
dining	4	dress	2	elaborate	8*
dinner	3	drew	4	elect	7
direction	6	drill	5	electric	3
dirt	4	drink	3	electricity	4*
disagreeable	7	drive	4	electronic	8
disappear	5	dropped	4	elementary	6*
disappointed	5	drove	4	elephant	4
discover	5*	drown	6*	elevator	6
discovery	7	drug	5*	eleventh	5
discussion	7	drum	5*	else	4
disease	5	dry	4	embarrassing	7*
disgrace	8*	duck	3*	embroidery	7*

emigrants	8*	excitement	6	father	2
empire	6*	exclaimed	7	fatigue	8*
employed	7	excursion	8*	fault	7
employee	7	excuse	4	favour	6
empty	4*	executive	6	favourite	4*
enameled	6*	exercise	6	feast	4
enclosing	7	exhaust	8	feather	5*
end	3	exhibit	6	feature	8
enemy	5	existence	8*	February (Feb.)	3
energy	7	exit	5*	federal	7
engagement	6	expect	5	feed	3
engine	5	expensive	7	feel	4
engineer	7	experience	7	feet	3
enjoy	6	experiment	6*	fell	3
enormous	8*	explain	7	fellow	5
enough	3	explanation	8	felt	4
enter	5	explore	7	female	7
entertainment	7	exports	5	feminine	8
enthusiastic	8*	expression	8	fence	4
entrance	8	extensive	7	ferry	6*
envelope	7	extra	5	fertile	7*
equal	7	extraordinary	7	festival	8*
equipment	6	extremely	6	fever	7
equipped	7	eye	4	few	3
eraser	5*			fidelity	8*
erect	6*	face	3	field	3
errand	5*	facility	8*	fiercely	8
errors	5	factory	5	fier	8
escapade	8	facts	7	fifteen	4
escape	5	faculty	8*	fifth	4
especially	5*	failed	6	fifty	4
essay	6	failure	6*	fight	3
establish	8	faint	8	figure	5
estimated	8	fair	3	file	5*
etcetera (etc.)	6*	fairy	6*	fill	4
evaporation	7*	faithful	6	film	6
even	4	fall	3	finally	5
evening	4	familiar	8	financial	8
event	7	family	3	find	2
ever	3	famous	4	fine	2
every	2	fancy	8	finger	4
everybody	4	far	3	finish	4
everywhere	5	farewell	8	fir	5*
evidence	8	farm	3	fire	3
exact	7	farther	6	fireplace	5
examination	6	fascinating	8*	first	2
example	6	fashionable	7	fish	3
exceeding	8	fast	2*	fitted	8
excellent	6	fasten	5	five	2
except	4	fat	2*	fix	4

flag	3	free	4	get	2
flakes	6	freedom	7	getting	2
flame	8	freeze	6	geysers	8*
flashlight	6	freight	5	ghost	5
fleet	8	French	5	giant	4
flew	4	frequently	8	girl	2
flight	7	fresh	4	give	2
float	6	Friday (Fri.)	3	given	4
flood	4	fried	6	glad	3
floor	3	friend	3	glance	7
flour	6	frog	4	glass	4
flower	4	from	2	glimpse	8*
flu	5*	front	3	glorious	8
fly	3	frontier	8*	gloves	5
fold	5	frost	6	go	2
folks	5	frozen	4*	goal	4
follow	4	fruit	3	goes	2
food	3	fuel	6	goggles	7*
fool	5*	fulfilled	8	going	2
foolishness	8	full	3	gold	4*
foot	3	fun	2	golf	7*
for	2	funeral	7	gone	3
force	6	funny	2*	good	2
forehead	7	fur	3	good-bye	4
foreign	5	furnace	7	goose	5
foremost	8*	furnish	7	got	2
forest	3*	furniture	4*	government	7
forget	3*	further	6	governor	7
forgive	5*	future	7	graceful	7
forgotten	5			grade	2
fork	5	gadget	8	gradually	7
formally	7	gain	5	graduate	8
formerly	7	gallery	6	grain	6
forth	4*	gallon	6	grammar	8
fortunate	7	game	3	granddaughter	5*
fortune	6	garage	4*	grandfather	3*
forty	4	garden	3*	grandmother	3*
forward	6	gas	3	granite	7*
fought	5	gasoline	6*	grant	8
foul	7*	gate	4	grapes	5*
found	2	gather	4	grass	3*
foundation	7	gauze	7*	grateful	8
fountain	6	gave	2	grave	5*
four	2	gay	4*	gravel	6
fourth	4	geese	5*	gravy	6
fowl	7*	generally	5	gray	3
fox	4	generator	8	grazing	7*
fracture	8	generous	8*	grease	6*
frame	7	gentle	6	great	3
Fredericton	7	geography	4*	green	3

greet	6	hatchet	6*	hollow	6
grew	4	hate	4*	holy	6
grief	7*	haul	6	home	2
grievance	7*	haunted	7*	honest	5
grind	8	have	2	honey	5
grip	6	having	2	honour	5
grocery	6	hawk	6	honourable	7
grouch	8	he	2	hope	3
ground	3	head	3	horizon	8
group	5	healed	7	horn	5
grove	8	health	4	horrible	7
grow	3*	hear	3	horse	3*
growl	7*	heard	3	hose	6
growth	7	heart	4	hosiery	8
guarantee	8	hearth	8*	hospital	5
guard	8	heartily	8*	hot	3
guess	3	heat	5	hotel	5
guest	6	heaven	8	hour	4
guide	7	heavy	4	house	2
guilty	7*	heel	5	household	7
guitar	7*	height	7	how	2
gun	2*	heir	8	however	7
gymnasium	7	held	4	howl	5*
		helicopter	5*	huge	6
had	2	hello	4	human	7
hail	5*	help	3	humorous	8
hair	3	hemisphere	8	humour	8
half	3	hen	2*	hundred	3
Halifax	7	her	2	hung	4*
hall	3*	herd	5*	hungry	4
Hallowe'en	5*	here	2	hunting	3
hammer	5	herewith	7	hurriedly	7*
hand	3	heroic	8	hurry	4
handful	3*	hesitate	6*	hurt	3
handkerchiefs	4	hid	4	husband	6
handlebars	6	hide	3*	hydroelectric	7
hang	4	high	3	hygiene	7*
hangar	8*	hike	5	hymn	6*
happen	4	him	2		
happiness	7	hinge	6*	I	2
happy	2	his	2	iceberg	6*
harass	8*	history	4	ice cream	3
harbour	7	hit	3	icicles	8*
hard	3	hive	5	idea	7
hardly	4	hoarse	7*	ideal	8
hardware	5*	hobby	5*	idle	6
harvest	5	hockey	4	if	2
has	2	hold	3	ignorant	7
hat	2	hole	3	illness	5
hatch	5	holiday	4	illustration	8

I'm	2	introduced	6	kettle	6
imagine	6	invalid	7	key	6
imitate	8	invention	7	kick	5*
immediately	6	investigate	7	killed	3
immense	8	invisible	8	kind	3
immigrants	8	invitation	6	kindergarten	5*
impatient	8	invite	4	kindly	6
important	6	iron	4*	king	3
improvement	7	irrigation	6*	kisses	5*
in	2	is	2	kitchen	5
inch	5	island	4	kitten	3
incident	6*	isn't	3	knees	6
including	7	issue	7	knew	3
increased	7	it	2	knife	3
independent	7	italics	8	knitted	8
index	6	itch	7	knock	4
Indian	3*	items	6	knot	6
individual	8	its	4	know	2
industrious	7*	it's	2* & 4	knowledge	6
industry	5			known	4
influence	7	jacket	6		
information	7	janitor	7	label	8*
initial	8	January (Jan.)	3	laboratory	8
injure	6*	jaw	6*	labour	6
ink	3*	jealous	6	lacrosse	6*
inn	8	jelly	6	ladder	6
innocent	7	jet	3	lady	4
inquire	7	jetty	6*	laid	4
insects	5	jewellery	6*	lake	3
inside	3	job	4	lamb	4*
inspection	7	join	6	land	3
instance	7	joke	5	language	4
instead	4	journey	4*	large	3
instruction	6*	judge	8	last	2
instructor	7	judgment	8	later	3
instruments	6	judicial	8	latter	7
insurance	7	juice	4	laughed	5
intelligent	7	July	4*	laughter	6*
intend	8	jump	3	launch	8*
interesting	5	June	3	laundry	8
interfere	8	jungle	4*	law	5*
interior	8	junior	5	lawn	6
international	8	jury	8	lawyer	5*
interplanetary	7*	just	3	lay	2
interrupted	7*	justice	7	lazy	4
interscholastic	8			lead	4
interview	8	keel	6*	leader	5
intimate	8*	keen	6	leaf	5
into	2	keep	3	league	6
intramural	8	kept	3	learn	3

least	5	lonely	5	master	4
leather	5	long	2	match	5
leave	5	look	2	matches	4*
leaves	3	loose	4	material	5
lecture	8	lose	6	mathematics	8
led	5	losing	6	matter	4
ledge	6*	lost	3	may	2*
left	3	lots	3	May	3
leg	3	loud	4	maybe	4
legislature	7	love	2	mayor	8
leisure	8	low	4	me	2
lemonade	6*	luck	4*	meal	6
length	6	lumber	5	mean	6
lessons	5	lunch	3	meant	5
let	2	luncheon	6*	measles	5*
letter	3	luxury	8*	measure	6
lettuce	7	lying	5	meat	3
level	5			medicine	7
liberty	6	machine	3*	medium	7
library	4	machinery	6	meet	3*
license	5*	made	2	melon	7*
lick	5	magazine	5	melt	5
lie	4	magic	7	members	6
lieutenant	8*	magician	7*	memory	6
life	4	magnificent	8	men	2
light	3	maid	5	menace	7
lightning	7	mail	3	mention	6
like	2	main	6	merciful	8
limb	6	maintenance	8	merely	8*
limited	7	major	6	merry	3
linen	6	majority	8	message	6
liner	6*	make	2	messenger	7
lines	3	man	2	metal	6
lion	4*	management	7	method	7
lip	5	manager	7	microphone	7
liquid	7	maniac	7*	middle	4
liquor	8*	Manitoba (Man.)	6	midnight	5
list	5*	manner	7	might	3
listening	7	manual	6	mile	4
little	2	manufacture	7	mileage	8
live	2	manuscript (MS.)	8	milk	2
livestock	7	many	2	million	5
load	4	map	5	millionaire	8*
loan	6	maple	4	mind	4
located	5	march	2	mine	3
lock	4	March	3	mineral	5
locomotive	7*	market	4	miniature	8
lodge	6*	marriage	5*	mining	5
log	3	marvellous	8	minister	7
logging	5	masculine	8	mink	7

minute	4	muscles	7*	normal	7*
mirror	5	museum	6*	north	4
mischief	7	music	4	nose	3
Miss	2	must	3	not	2
miss	2*	my	2	note	3
missed	6	myself	4	notebooks	3*
missionary	8*	mystery	7	nothing	5
misspell	7*			notice	5
mist	6	nail	5	noticeable	8
mistake	5	name	2	notify	7
mix	6	napkins	6	notion	7
moccasins	8*	narrow	7	nourishing	8
model	5	nation	6	Nova Scotia	
modern	6	national	7	(N.S.)	6
moisture	7	native	5	November (Nov.)	3
moment	5	naturally	7	now	2
Monday (Mon.)	3	nature	5	nowhere	6
money	3	navigator	7*	nuclear	8
monitor	8	navy	6*	nuisance	8
monkey	3	near	3	number (no.)	4
monotonous	8	necessary	6	numerous	6*
month	5	neck	4	nurse	5
Montreal	6	need	3	nylon	7*
moose	6*	needle	5		
more	3	Negro	6*	oak	4
morning	2	neighbour	6	oar	6
mortgage	8	neither	5	oatmeal	6
mosquitoes	6*	nephew	5*	obedient	8
most	3	nervous	7	obey	5
motel	5	nest	3	object	6
mother	2	never	3	objectives	6*
motion	7	new	2	observed	8
motor	5	New Brunswick		obstinate	7*
motto	6*	(N.B.)	6	obtained	7
mountain	4	Newfoundland		occasion	7*
mouse	4	(Nfld.)	5	occupation	7
mouth	3	news	6	occurred	7
movable	7	next	3	ocean	4
move	3	nice	2	o'clock	3
movement	7	nickel	4*	October (Oct.)	3
movies	5	niece	5*	odour	7
mower	6	night	2	of	2
Mr.	5	nine	3	off	3
Mrs.	5	nineteen	5	offence	8*
much	2	ninety	5	offered	6
mule	6	ninth	5	office	5
multiplication	5*	no	2	official	7
municipal	8	noise	4	often	3
murderous	8	none	5	oh	2
murmur	7*	noon	4	oil	3

old	2	pamphlet	8*	permanent	7*
omit	7	pan	4	permissible	8*
on	2	pants	4	permission	8
once	2	paper	3	persevere	8
one	2	parachute	6*	personal	6
onion	6	parade	4	persuaded	8
only	3	paragraph	6	pet	2
Ontario (Ont.)	5	parallel	8*	petroleum	6*
open	3	parcel	7	philosopher	8*
operation	7	pardon	7	phone	3
opinion	8	pare	6	photograph	6
opportunities	7	parents	4	physical	7
opposite	6	park	3	physician	7
or	3	parliament	6	piano	5
orange	3	parrot	5*	pick	3
orchard	6	particular	7	pickles	6
orchestra	7	party	3	picnic	4
order	5	passed	4	picture	3
ordinary	8	passengers	7	picturesque	8*
ore	5*	past	4	piece	5
organ	5*	paste	5	pier	6*
organization	6	pasture	4	pierce	8*
orient	7	patch	6	pigeon	5*
original	8	patent	7*	pile	4*
other	2	patience	8	pillow	5*
Ottawa	6	patients	8	pilot	7
ought	4*	pattern	6	pine	5
ounce	8	pause	8	pink	3*
our	2	paved	6	pint	6
ourselves	4*	pawed	5*	pioneer	5
out	2	pay	4	pipe	4*
outboard	6*	peaceful	7	pitcher	6
outside	3	peaches	5	pitying	8*
oven	6	pearl	5*	place	3
over	2	pears	5	plague	8*
overalls	6	peas	5	plains	7
owe	5*	peculiar	7	plan	4
owl	5*	pedestal	8*	planed	5*
own	3	pedestrian	8	plank	5
owner	5	pen	3	planned	5*
oyster	8*	pencil	3	plant	3
		penicillin	8*	plaque	8*
package	5	penny	4	plastic	7
paddle	5	people	2	plate	5
pageant	7*	pepper	6	plateau	7*
paid	5	per cent	6	platform	7
pain	6	perfect	7	play	2
paint	4	perfume	5	pleasant	5
pair	3	perhaps	5	please	2
palm	4*	period	4	pleasure	5

pledge	7	prepare	6	proud	5
plenty	4	prescribe	7*	prove	6
plough	6*	presence	7	provide	6
plumber	7	presents	3*, 7	province	6
plus	5*	president	5*	provisions	7
pneumonia	7*	press	6	psychology	8*
pocket	4	pretty	2	public	5
poem	4	prevent	6	published	7
point	4*	previous	8	puck	4*
poisonous	8	price	5	pudding	6*
polar	4*	pride	8	pull	3
pole	4	priest	8*	pulpwood	5*
police	5	primary	7	pulse	7*
policy	7	primitive	8*	pumpkin	5*
polish	6	Prince Edward		punctured	8
politics	8	Island (P.E.I.)	6	punished	7
polite	6	principal	4	pupil	4
pond	4	principle	8	puppy	3*
pony	3*	print	5	purchase	7
poor	3	priority	8*	pure	6
popular	8	prison	6	purple	3*
population	5	private	7	purpose	7
porch	4*	privilege	7	purse	8
porous	7*	prize	4	pursue	8
portable	5	probably	5	push	4*
position	6	problems	5*	put	2
positive	8	procedure	7*	putting	7
possess	7	proceeded	7	puzzle	6
possible	5	process	7	pyramids	8
post	4*	product	5		
postscript (P.S.)	8	production	5*	quaint	8
potatoes	5	professor	8	quality	8
pottery	5*	profitable	7	quantity	8
poultry	7	program	4	quarrel	8
pound	4*	progress	7	quarry	7*
poured	6	projector	8	quart	6
poverty	8*	prominent	8	quarter	4*
powder	5	promise	5	Quebec (Que.)	5
power	7	promote	6	queen	3
practical	7	pronunciation	8	queer	4*
practice	6	proof	6	question	5
practises	6	propeller	6*	quick	4
prairie	6*	properly	6	quiet	5
prayer	7	property	6	quilt	6
preacher	8*	prophet	8*	quit	5
precede	7*	proportion	8*	quite	4
precious	7*	propose	7	quotation	8
preferred	8	prosperous	8	quotient	8*
prejudice	8	protect	5		
premium	8*	protein	8*	rabbit	2*

race	4	reindeer	5*	rise	6
racket	6*	relative	7*	risk	6*
radar	6*	release	8	river	3
radiator	7	reliable	8*	road	3
radio	3	relief	8	roam	7
railroad	5	religious	8	roast	7
rain	3	remain	5	robbers	8
raise	4	remember	4	robin	2*
raisin	6	remittance	8*	rock	4
ran	2*	remove	6	rockets	5*
ranch	5	rent	6	rodeo	8
rapid	6	repair	6	role	8
rascal	8	repeated	8	roll	5
rat	2	repertory	8*	roof	4
rather	4	repetition	8	room	2
rattlesnake	7	reply	5	root	6
raw	5	report	4	rope	3
rayon	7*	representatives	8	roses	6
reach	4	reproduce	8	rotten	6*
read	2	request	7	rough	6
ready	3	required	8	round	3
reaffirm	8	rescue	8	route	5
real	4	reserve	6*	routine	7
realize	7	reservoir	8*	row	4*
rear	4*	residence	8	royal	6
reason	4*	resigned	7	rubbers	5*
rebel	8	resistance	7*	rug	4
receipt	6	resources	7	ruler	4*
receive	5	respect	7	run	2
recent	7	responsible	8	rural	6*
recess	4*	rest	3	rush	5
recipe	6*	restaurant	8	rye	7
recognize	8	returned	6		
recommend	8	reverse	8	sack	4
record	6	review	6*	sacrifice	8*
recreation	8	revolution	7	sad	4
red	2	reward	7	saddle	6
reduce	7	rhythm	7*	safety	7
reference	8	ribbon	5	said	2
referred	8	rice	4	sailor	5
refrigerator	6	rich	4	salad	6
refugees	8	ridden	6*	salary	8
refused	7	riddle	5	sale	5
regarding	8	ride	3	saliva	8*
Regina	7	ridiculous	8	salmon	8
region	5	rifle	7	salt	4*
register	7	right	3	same	3
regret	7	ring	3	sand	3
regular	6	rip	5	sandwiches	6
regulations	8	ripe	5	Santa Claus	2

Saskatchewan		seldom	7*	shock	6
(Sask.)	6	selection	8	shoes	4
sat	2	selfishly	8	shone	8
satellite	8*	sell	4	shoot	3*
satisfactory	8	senate	8	shopping	4
satisfied	6	senators	8	short	4
Saturday (Sat.)	3	send	3	shot	3*
saucer	6*	senior	5*	should	3
sausage	6*	sense	7	shoulder	6
savage	5*	sensible	7	shouted	5
save	4	sent	3	shove	4*
saw	2	sentence	6	shovel	5
say	2	separate	5	show	3*
says	3	September		shower	6
scale	7	(Sept.)	3	shrieking	8*
scarce	6	serial	8	shut	4*
scared	5	series	7	sick	3
scarf	5*	serious	7	sidewalk	3
scene	5	servant	5*	siege	7
scent	7*	serve	5	sighed	7*
scheduled	8	service	6	sight	4
scheme	6*	session	7*	sign	4*
scholar	6*	settle	6	signal	6
scholarship	8	settlement	6*	signature	7
school	2	seven	2*	significance	8*
science	5	seventy-five	5	silence	8
scientific	5*	several	3	silent	8
scissors	6	severe	7	silk	4
score	5	sew	5	silly	6
Scottish	6*	sewers	8	silver	4
scout	5	shade	5	similar	8
scratch	8	shadow	5*	simple	6
scream	5	shake	4*	since	5
screen	6	shall	3	sincerely	4
screw	5	shallow	7*	sing	2*
sculpture	7*	shape	5	single	7
sea	3	share	5*	sink	4*
search	6	sharp	4	sir	5
season	4	shaving	7*	sister	2
seat	3*	she	2	sit	3
second	2	shed	5	situated	8
secret	5	sheep	3	six	2
secretary	5	sheet	5	size	4
section	6	shelf	5	skate	3
secure	6*	shelter	6	skeleton	8*
see	2	shepherd	5	skidded	8
seek	5*	shin	5*	skiing	5*
seemed	4	shine	5	skilful	8
seen	2*	ship	3	skin	3*
seize	7	shipment	3*	skirt	6

skis	5	south	4	stature	8*
skunk	5*	souvenir	8	stay	3
sky	3*	sovereign	8*	steady	8
slaughter	8*	space	6	steal	6
slave	5*	spade	6	steam	5
sleep	3*	sparrow	4	steel	5
sleet	4*	speak	4	steering	6
sleeve	5*	spear	5	stenographer	8
sleigh	3*	special	5	step	4
slept	4	species	8	stewardess	7*
slice	6	specimen	8*	stick	4*
slide	3*	speech	5	stiff	7
slight	7	speedometer	6*	still	3
slip	5	spell	4	sting	6
slippers	5*	spend	3*	stingy	8
slippery	6	spent	4	stir	6*
small	3	spices	8	stitch	6*
smell	4	spider	6*	St. John's	7
smile	6	spill	6	stockings	5
smoke	3	spirits	8	stole	6
smooth	6	spite	7	stomach	7
snake	3	splendid	6*	stone	4
snow	2	spoil	6	stood	4
so	2	spoke	5	stool	6
soaked	8	spoon	6	stooped	8
soap	3	sport	5	stop	3
social	8	spot	4	store	2
society	8	spread	5	storm	3*
socks	5	spring	3	story	2
soda	5*	sprinkle	6	stove	4
soft	4	spruce	6	straight	4
solar	7*	square	6	strange	4*
sold	4	squash	8*	strap	6*
soldier	4	squeeze	6*	strawberries	4*
sole	8*	squirrel	4	streamlined	5*
solemn	8	stable	6	street (st.)	4
solid	4*	stage	5	strength	8
solution	7	stairs	4	stretch	8
some	2	stamp	4*	strikes	6
someone	4	stampede	7*	strong	4
son	4	stand	3*	stubbed	6*
soon	3	standard	8	stubborn	8
sophomore	8*	staring	8	stuck	4
sore	5	start	3	students	5*
sorry	3	starved	8	studious	8
soul	8*	station	4	studying	6
sound	4	stationary	7	stumble	6*
soup	6	stationery	7	stupid	8
sour	6	statistics	8*	stylish	8
source	7	statue	8	subject	4*

submarine	8*	switch	6	textiles	7*
subscribe	7	sword	7*	texts	6*
subscription	7*	syllable	8*	than	3
substitute	7*	sympathy	8	thank	3
subtract	5*	symptoms	7*	thankful	3*
suburban	7*	synagogue	6*	that	2
subway	6	synthetic	8*	the	2
successful	7	syrup	6*	theatre	6*
such	5	system	7	theft	5
sudden	4			their	2
sufficient	8	table	2	them	2
sugar	4	tackle	8	then	2
suggest	7	tail	3*	theory	8
suicide	8	tailor	8	there	2
suit	3*	take	2	therefore	8
suitable	7	taken	4	thermometer	7*
sulphur	8	talk	3	these	3
summer	3	tame	6	they	2
Sunday (Sun.)	3	tank	5	they're	5
sunny	4*	tanned	6*	thick	4
superintendent	8	target	6*	thieving	8
superior	8	tariff	8*	thin	4*
supersonic	8	tarmac	8*	things	2
superstitious	8*	taste	5	think	2
supplementary	8	taught	4	third	3
supply	7	tax	5	thirsty	6
support	8	taxi	4*	thirteen	6
suppose	5	tea	4	thirty	3*
supreme	8	teacher	2	this	2
sure	3	team	4	thorough	7
surface	5	tear	5	those	3
surgeon	7*	teased	8	though	6
surprise	5	tedious	8*	thought	5
surround	6	teeth	3	thousand	5
surrounded	7	telegram	5	thread	5
surveyed	8	telephone	5	threatened	7*
suspend	8	telescope	5*	three	2
suspense	8	television	5	threw	4
suspicious	8	tell	2	throat	5
swallow	8	temporary	8	throne	7
swatter	7*	temperature	7	through	5
swear	7	ten	2	throughout	7
sweater	4	tender	7	throw	4
sweep	6	tennis	7*	thrown	7
sweet	3*	tent	4	thumb	6*
swell	5	tenth	7	thunder	7
swept	6	terrible	5	Thursday	
swift	6	terrific	8	(Thurs.)	3
swim	4	territory	7	thus	7*
swing	4	testimony	8	ticket	6

tickled	8	transaction	8	under	3
tied	4	transcontinental	6*	understand	5
tigers	4*	transfer	8	uniform	7
till	3	transportation	7	union	6
timber	6	trap	4	unite	6*
time	2	traveller	4	university	8
timid	8	treasurer	5	unknown	7
tiny	4*	treat	6	until	3
tire	5	tree	2	up	2
tired	3*	tremendous	8*	upon	2*
tissue	7*	trial	6*	uranium	8*
title	7	tribe	5	urban	6*
to	2	trick	4*	urgent	8
toast	6*	tricycle	5*	us	2
tobacco	8	tries	4	use	3
toboggan	5	trip	3	useful	4
today	2	triumph	8*	useless	4
toes	4*	tropics	8*	using	7
together	3	trouble	4	usually	5
told	3	trough	7*	utensil	6*
tomatoes	5*	trousers	8*		
tomorrow	3	trout	8	vacant	7*
tongue	7	truck	3	vacation	7*
tonight	3*	true	4	valentine	4
tonsillitis	7*	truly	3	valley	4
too	2	trunk	4	valuable	7
took	2	trust	7	Vancouver	6
tools	5	truth	6	vanished	6*
top	3	try	3	vapour	8
topic	8	Tuesday (Tues.)	3	variety	8
tore	4	tunnel	4	vegetable	4
torn	6	turkey	3	vegetation	4*
Toronto	7	turn	3	venison	8*
torrent	8	turnips	6	very	2
total	7	twelfth	5	veteran	8*
tough	6	twelve	4	veto	8
tourists	7	twenty	3*	vicinity	7
toward	4	twenty-four	5	Victoria	7
towel	6*	twice	4*	victory	7
town	2	twin	5*	view	6
toys	3	twisted	8	vigorous	8
track	4	two	2	village	4
tractor	5	tying	7	villain	7*
trade	4	typewriter	6	vine	5*
traffic	6			vinegar	6*
tragedies	8	ugly	6*	violin	7*
trail	5	umbrella	5	virtue	8*
train	2	umpire	7	visionary	8
traitor	7*	uncle	3	visit	3
tramp	5	unconscious	8	visitor	6

vitamins	8	when	2	word	4
voice	5	where	3	wore	5
volleyball	6*	wherever	5	work	2
volume	8	whether	5	world	3
volunteer	8	which	3	worm	4
vote	7	while	3	worn	7
voyage	6	whim	8*	worry	5
vulgar	8	whine	7*	worse	6
		whip	6	worst	5
wagon	3*	whisper	8	worth	6
wait	3	whistle	6	would	3
wakened	4	white	2	wound	6
walk	3	whittling	6*	wrapped	6
wall	4	who	2	wreaths	8*
want	2	whole	4	wrecked	8*
war	4*	wholesale	8*	wrestling	7*
warehouse	8	wholly	7*	wrist	6
warm	3	whom	5	write	2
warn	7	who's	7	written	4
warrant	7*	whose	4	wrong	4
was	2	why	3	wrote	3
wash	3	wieners	8	wrought	8*
waste	7	wife	6		
watch	4	wild	4	years	4
water	2	wilderness	7	yeast	6*
waves	6*	will	2	yell	5
way	3	win	4	yellow	3*
we	2	wind	3	yes	2
weak	6	window	3	yesterday	3
wear	3	wing	4	yet	3
weary	7*	winner	3*	yolk	6*
weather	3	Winnipeg	7	you	2
weave	6	winter	3	young	4
wedding	6	wire	5	your	2
Wednesday		wise	4*	yours	3
(Wed.)	3	wish	3	youth	8
week	3	witch	5*		
weigh	6	with	2	zero	6
weird	8*	without	3*	zipper	5
welcomes	5	witness	8*	zoo	3
welfare	8	woke	4		
well	2	wolf	4		
went	2	woman	3		
were	2	won	3		
west	3*	wonderful	4		
wet	3	won't	4		
wharves	8*	wooden	4		
what	2	woods	3		
wheat	4	wool	3*		
wheel	4	woollen	6		

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